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ABSTRACT

Developed for teachers, coordinators, and administrators in Manitoba Public Schools, the guide provides ready access to information concerning work education. Information is organized into three major areas, differentiated by page color. Part 1, Emerging Trends in Preparing for the World of Work, discusses the philosophy and objectives, and defines terms. Part 2, Planning, Organizing, and Implementing Work Education, contains 21 topics which include: publicity; characteristics, qualifications, duties and responsibilities of staff; records and management; community and student surveys; selection of training stations; student placement and supervision; and evaluation. Part 3, Responsibilities, Liabilities, and Insurance, outlines the responsibilities of all participants including the department of education, school board, school, employer, community, and family. A bibliography lists books, microfiche, and other sources of pertinent information. Appendixes comprise 98 pages of the guide and contain 23 sample forms for use in implementing a work program. These include community and student survey instruments, promotional material, training agreement, detailed training plans for four jobs, and evaluation instruments. (RG)

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Guide

for

Work Education

in

Manitoba's Public Schools

Vocational Education
Department of Education
Winnipeg, Manitoba
R3C 0V8

SEPTEMBER 1973

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FOREWORD

The purpose of this guide is to provide ready access to information concerning work education. It is designed to be used in the public schools in Manitoba.

Teachers and coordinators will find information on objectives, methods of organizing, managing, and evaluating work education.

Administrators will find the document useful in helping them to understand the purpose of work education in the context of their system and to plan ways of making it functional.

The materials in this guide have been developed by many individuals and we acknowledge our indebtedness to all those who see some of their ideas presented here.

It is our hope that this guide will make a contribution to the further development of work education, particularly in Manitoba's practical arts and vocational education programs. Members of the profession are invited to offer suggestions for the improvement of this guide.

Joe Reimer,
Coordinator – Cooperative
Work Education

VT 102 805

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PART I

EMERGING TRENDS IN PREPARING FOR THE WORLD OF WORK

PHILOSOPHY

There is every indication that during the '70's, work education will be one of the major innovations in schools and colleges. New trends toward relevant experiences for students, emphasis on direct involvement in the community, and the demand for specialized training precipitate the need for a combination of on-campus study and off-campus training. There are abundant opportunities for expansion of this curriculum concept in the secondary and post-secondary schools of Manitoba.

Each student must recognize that he is a worthwhile individual with his own physical, emotional, social, and intellectual strengths and weaknesses who has the right and the duty to prepare himself for a contributing role in society. The school should help to prepare the student for this role in society by assisting, encouraging and guiding him to explore those vocations and avocations which are consistent with his individuality.

Also, each student must recognize the necessity of making choices to achieve in a changing democratic society and of adapting to the demands of mobility and technology. The school and the community should accept the responsibility of providing the student with the experiences and the training necessary to cope with the emerging trends in society.

EDUCATION FOR EMPLOYMENT
in a
CHANGING WORLD OF WORK

The Core Committee Report indicates that the school and the community have a major responsibility to assist the students in making the transition between school and work.

"Experience Outside the School"[1]

A major responsibility of the school system is to help young people cope with the world around them, particularly through the provision of assistance to its students to enter some useful area of employment on graduation or following further education and training in a post-secondary institution.

Whatever the world of the future is like, for the majority of people work of some kind will be necessary for the individual's psychological well-being and sense of identity, it is imperative that students be given the opportunity to become aware of their potential and the opportunities available to them in the world of work. Thus, it is the responsibility of the school to provide the necessary information, skill development, and career orientation counselling that will enable students to familiarize themselves with the career opportunities available to them and to plan their educational programs accordingly at various stages of schooling. This kind of emphasis should not force early choices on students, nor is it designed to direct the counselling process into a single channel; it is essential however, for the majority of students so that they can see significance and purpose in their studies, and in the school as a means of helping them to achieve their goals and provide them with necessary work skills.

For some students who are impatient to leave school and enter employment, work education or work study while in school constitute an important means of making the transition between school and work. Work education may take on various forms; for example, as part of a specialized program such as the present Occupational Entrance Course, or as a co-operative work venture directly linked either to specific business or industrial courses offered in the school. The essential character of all work education, however, is the recognition of the learning benefits to be derived by the student from a planned schedule brought about by the co-operation of business, industry, and government with the school to provide an alternative learning environment for the student in an actual work situation. Planned work education should continue to be an important part of the educational studies undertaken by some high school students for which they will receive credit. In addition, through the proposed pattern of student-initiated courses, other students should be able to include some work education in their high school studies. While expansion of the work experience program on any scale may be a difficult undertaking, the Core Committee believes that every effort should be made to look for additional ways and means that will enable a larger number of students to take advantage of this kind of experience. Clearly, some students stand to benefit from work-education more than others, and these should receive preference in the planning and organization of programs.

The nature of the school program which is offered can itself serve as an important bridge to link school, life, and work. Courses should be available that relate to various aspects of work and life – to technology, urbanization, ecology, and family-life education to name but a few; and the student-initiated credits discussed earlier are another means by which the linking may be accomplished.

In all of these activities, the fuller utilization of resources available in the community is essential, and a close liaison between school and community mandatory."

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1. Report of The Core Committee on The Reorganization of The Secondary School, Department of Education, 1973, p.p. 40, 41

DEFINITIONS OF TERMS RELATING TO WORK EDUCATION

The following definitions will help to clarify the meaning of the terms used in this guide.

Work Education

Work education includes work experience, on-the-job training and cooperative work education for students who, through a cooperative arrangement between the school and the employer, receive instruction in the required courses in school and further job instruction at the training station. The two experiences must by planned and supervised by the school and the employer so that each contributes to the student's education and employability. Work education requires an agreement involving the student, the parents, the school and the employer.

Work Experience

Work experience is work undertaken in the community by a student while attending school for the purpose of providing practical experiences of a general nature in the work-a-day world. It is an exploratory experience, designed to provide students with a knowledge of different jobs and their demands. Work experience is supervised by the school and the employer.

On-The-Job Training

On-the-job training is training undertaken in the community by a student while attending school. It is designed to provide planned in-depth training in business or industry in a chosen area of work and supplemented by learning experiences in school. On-the-job training is supervised by the school and the employer.

Cooperative Work Education

Cooperative work education is designed to develop the occupational competency of a student enrolled in a vocational program. It is developed jointly by the school and business or industry and provides an organized sequence of job experiences in part-time work and related classroom instruction. Cooperative work education is supervised by a teacher-coordinator or coordinator and the employer.

Training Plan

The training plan is a written outline indicating what is to be learned by the student at the training station and what is to be taught in the classroom. The plan is derived from a realistic analysis of the occupational objectives of the student and of the tasks, duties and responsibilities of the job (see pages 75-97).

Training Station

The training station is the location where the student receives supervised learning experiences related to the student's career development through work education.

Training Sponsor

The training sponsor is the individual who is directly responsible for the supervision of the student's learning activities at the training station. The training sponsor may be the owner or the manager of a business, or an employee appointed by management.

Teacher-Coordinator

The teacher-coordinator is a teacher employed by the school board who has the responsiblity of coordinating and supervising work education for the school and of teaching related subject matter to the work education students.

Coordinator

The coordinator is a teacher employed by the school board to direct, coordinate and supervise work education.

Coordination

Coordination is the process of integrating into a harmonious relationship the instructional, administrative and organizational activities of work education and of directing them toward a common purpose.

GENERAL OBJECTIVES FOR WORK EDUCATION

1. To create on the part of the student a positive attitude toward himself, others, school and work by providing a meaningful and relevant learning environment.
2. To provide the student with an opportunity to explore different work roles. Most students are not knowledgeable about the world of work. Thus, one objective of work education is to bridge the gap between school and work.
3. To provide practical experiences in a work setting that enable the student to acquire the knowledge, skills and attitudes for employment.

SPECIFIC OBJECTIVES FOR WORK EXPERIENCE

1. To provide the opportunity for occupational exploration by utilizing the resources of the community.
2. To increase the student's awareness of the job opportunities in the community and to help him/her gain insight into the aptitutes and skills required for various occupations.
3. To provide a variety of occupational experiences so that the student will have more opportunities to discover and explore his/her interests and aptitudes.

SPECIFIC OBJECTIVES FOR ON-THE-JOB TRAINING

1. To enable the student to acquire attitudes and skills so that he/she can enter an occupation upon leaving high school, confident in his/her ability to attain economic security and job satisfaction.
2. To facilitate the transition between school and employment by enabling the student to continue school and at the same time receive supervised training in a real work situation.
3. To enable the student to enter the world of work with an increased measure of competence.

SPECIFIC OBJECTIVES FOR COOPERATIVE WORK EDUCATION

1. To provide for the vocational student training experiences in the community which are directly related to his/her vocational course.
2. To enable the student to acquire attitudes and skills so that he/she can enter an occupation upon leaving high school, confident in his/her ability to attain economic security and job satisfaction.
3. To facilitate the transition between school and employment by enabling the student to continue school and at the same time receive supervised training in a real work situation.
4. To enable the student to enter the world of work with an increased measure of competence.
5. To provide the student with increased opportunities to enter an occupation related to his/her vocational course.
6. To enable a student to pursue specialized study in an area related to his/her vocational course.

ADVANTAGES OF WORK EDUCATION

1. Work education provides relevant curriculum and instruction for the student with a vocational goal because it is designed to respond to the student's needs and occupational requirements.
2. Work education enables the student to relate education directly to his/her career interests.
3. Work education enables the student to bridge the gap between school and work with reasonable ease.
4. Work education helps the student to make a realistic vocational choice while still in school.
5. Work education provides training in occupations where there is limited need for formal training programs.
6. Work education provides training in occupations where the need for specialized tools and processes would make it difficult or impossible to offer instruction within the school.
7. Work education allows a gradual transition from school to work under the skilled guidance of a teacher-coordinator or coordinator and gives the student time to comprehend the relationship between education and work.
8. Work education permits direct contact with business and industry.
9. Work education provides the student with the opportunity to use and apply skills and knowledge in a work situation.
10. Work education provides vocational preparation including manipulative skills and technical knowledge.
11. Work education is sensitive to industrial changes because of the continual feedback from students, teacher-coordinators, coordinators, training sponsors and employers.
12. Work education prepares the student with a wide range of abilities for a broad spectrum of occupations.
13. Work education forestalls the training of more students than can be employed full-time.
14. Work education improves school-community relations because of its dependence on the community.
15. Work education allows the teacher to supplement his teaching with practices and developments from business and industry.
16. Work education provides the student with the opportunity of enriching course content through his/her

unique experiences in business and industry.

17. Work education reduces the cost of education by using the expertise and equipment available at the various training stations within the community.

18. Work education provides a means of involving the home, the school and the world of work on behalf of the student.

In addition, there are specific advantages for the student, the employer, the school, and the community.

1. **Advantages for the Student:**
   a. Encourages the student to remain in the community and become a participating citizen.
   b. Offers training for the student in his/her chosen occupation.
   c. Makes possible an easier transition from school to work.
   d. Establishes definite work habits and attitudes.
   e. Motivates interest in other school subjects.

2. **Advantages for the Employer:**
   a. Compliments the employer in that his business is considered a desirable place to establish a training station.
   b. Provides a better trained employee.
   c. Assists in selecting personnel.
   d. Gives the employer the opportunity to take an active part in the school program.
   e. Trains potential full-time employees in his own plant.
   f. Enables the employer to receive a more direct return from his school tax dollar.

3. **Advantages for the School:**
   a. Broadens the Curriculum.
   b. Encourages the student to stay in school.
   c. Reflects current occupational requirements in the curriculum.
   d. Helps the school keep abreast of current trends in business and industry.
   e. Helps the school meet the training needs of the community.
   f. Provides closer cooperation with the community.

4. **Advantages for the Community:**
   a. Encourages the student to become a contributing member of the community.
   b. Helps the student to recognize his/her community responsibilities at an earlier age.
   c. Acts as a catalyst for promoting adult and evening classes.
   d. Promotes closer cooperation between the community and the school.
   e. Enables the student to make sound occupational adjustments.

PART II

PLANNING, ORGANIZING AND IMPLEMENTING WORK EDUCATION

CRITERIA FOR ESTABLISHING WORK EDUCATION

The establishment of work education involves cooperation between the school and the community to fulfill the criteria:

1. That the training is for the benefit of the student's education.
2. That there is suitable work.
3. That there is an employer who is willing to set up a training station.
4. That there is supervision by the school.
5. That the training at the training station is related to the student's career objectives.
6. That there is approval by the Department of Education and the local school board.
7. That there is protection against injury and compensation in the case of an accident.
8. That the student does not displace a regular employee, but works under his/her close supervision.
9. That the student should not be paid for that period of time spent in business or industry during which educational credit is being earned.
10. That the student is not entitled to a job at the conclusion of the training period.

PUBLICITY

One of the purposes of publicity is to acquaint the public with the aims and objectives of work education. A well planned publicity program informs students, parents, and employers about the establishment or continuance of work education prior to the beginning of the school year. Publicity throughout the school year helps to maintain interest in work education and to further explain it to the public. This additional publicity may also interest other students and employers for future involvement in work education.

A variety of means can be used to publicize work education. Newspaper articles, radio "spot" announcements, talks before civic clubs and PTA organizations, letters, school news media, and personal contacts may be used.

Feature stories throughout the year might be written about the employer-employee banquet, reception, or tea; students' views and reactions to their jobs; the awarding of the annual training certificates; interviews with employers and students at the training station, including photographs when possible; interesting follow-up data; and the presentation of recognition certificates to the training stations. Local newspapers are usually interested in receiving information about work education. The public is interested in its schools and enjoys reading about the achievements of young people in the community.

Other means of publicizing work education are articles in the school paper, bulletin board and/or window displays, a page in the school yearbook, and school assembly programs. These means are especially effective for reaching prospective students.

Letters to selected business men have a personal touch which is not a characteristic of other forms of publicity.

Some general guidelines to observe when planning the publicity program are:

1. To secure the approval of the superintendent or the publicity director for the entire publicity program or each publicity item as it is released.
2. To publicize what has been done more than what is planned to be done.
3. To give due credit to all people involved.

One of the most essential elements in a publicity program is timing. Listing the types of publicity planned and the time when they would be most effective might be helpful in organizing the publicity program.

PLANNING FOR STAFFING

The number of teacher-coordinators and coordinators required to staff work education will depend upon:

1. The number of students in work education.
2. The type of work education in which the student participates.
3. The geographical location of training stations.
4. The ancillary duties performed by the teacher-coordinator and coordinator.

In a school division or district served by a number of teacher-coordinators, it will be necessary to delineate geographical areas for the purpose of staffing and coordination. Unless this is done and adhered to, employers will become confused and annoyed by duplicate calls made by staff members from different schools. Larger school divisions or districts may have a full-time coordinator to assist the schools with the development and coordination of work education.

CHARACTERISTICS AND QUALIFICATIONS OF THE TEACHER-COORDINATOR AND THE COORDINATOR

Literature suggests that a work education teacher-coordinator or coordinator should be an exceptional teacher with special qualifications and training. The diversity of the role and the responsibilities of a teacher-coordinator or coordinator require administrative ability and experience and expertise in school-community relations.

Personal Qualifications of the Teacher-Coordinator and the Coordinator

1. Exhibits interest and enthusiasm for work education.
2. Subscribes to a student-centered approach in teaching.
3. Possesses a positive, accepting and caring attitude.
4. Enjoys working with young people.
5. Possesses an outgoing and pleasing personality with a sense of humour.
6. Develops confidence in others and fosters good student-teacher relationship.
7. Assumes the role of counselor when necessary.
8. Possesses insight, personal flexibility and creativity.
9. Engages in critical self-evaluation.
10. Is willing to expend effort and energy beyond the minimum.
11. Has the ability to meet and communicate diplomatically.
12. Has an understanding and flair for public relations work.
13. Accepts disappointment without losing enthusiasm.

General Qualifications of the Teacher-Coordinator and the Coordinator

1. Demonstrates the ability to work with people and strive toward a given goal.
2. Has the ability to give group and individualized instruction at the secondary level.
3. Implements school policy effectively.
4. Represents the school effectively in contracts made with the community.
5. Follows instructions carefully and promptly.
6. Acquires a thorough educational preparation for teaching in this field.
7. Maintains active interest in personal and professional improvement.

Training of the Teacher-Coordinator and the Coordinator

It is suggested that the teacher-coordinator or coordinator for work experience be a fully qualified teacher with a minimum of six credits in coordination techniques.

It is further suggested that the teacher-coordinator and coordinator for on-the-job training and cooperative work education be fully qualified vocational teachers with a minimum of three years of approved occupational experience and a minimum of nine credits of teacher training in organization, coordination and supervision or administration of work education.

Both the teacher-coordinator and the coordinator should have a minimum of three years successful teaching experience.

DUTIES AND RESPONSIBILITIES OF THE TEACHER-COORDINATOR

1. Responsibilities to the Student[1]

a. To give essential information about occupations.
b. To know that a student is sincere and really wants to follow his chosen occupation as a career.
c. To assist in arranging the schedule of general courses.
d. To aid each student in the personality adjustment necessary to get along with others, and to follow directions.
e. To see that adequate facilities and instructional materials are accessible to the student.
f. To establish an effective placement and follow-up plan.
g. To keep informed about the student's economic, social, and scholastic background.
h. To prepare a training plan for each student in cooperation with the employer.
i. To make the proper placement and to supervise the student while in training.
j. To prevent the exploitation of the student.
k. To build and to maintain student moral and a cooperative attitude.
l. To ensure that the student is covered by Workmen's Compensation.
m. To ensure that the student knows the rules as prescribed in the Employment Safety Act and the Employment Regulations.

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[1] Adapted from "Cooperative Vocational Education Coordinator's Handbook, Volume I, Marshall University, Huntington, W. Va. Department of Vocational-Technical Education, 1972, p.p. 24, 25.

2. **Responsibilities to the Parents**
   a. To maintain a cooperative relationship with parents.
   b. To furnish adequate information.
   c. To stress the advisability of the student completing the entire course.
   d. To justify placement, adjustment, or transfer of the student.
3. **Responsibilities to the School Administration**
   a. To interpret policies correctly and support them loyally.
   b. To stay within established channels of communication in all official matters.
   c. To use time, materials and supplies economically.
4. **Responsibilities to Business and the Community**
   a. To explain the objectives of work education.
   b. To explain fully the mechanics and the benefits of work education.
   c. To select the student who will be adaptable.
   d. To see that the student receives the proper training and develops the proper attitude.
   e. To counsel and, if necessary, transfer unqualified students.
   f. To avoid wasting the employer's time.
5. **Responsibilities to Himself**
   a. To keep physically fit.
   b. To set an example of work habits and character which the student will be proud to follow.
   c. To maintain a professional attitude toward work.
   d. To maintain the dignity befitting one's teaching position.
   e. To cooperate with the school faculty and business people in order to encourage their cooperation.
   f. To attend professional workshops and conferences.
6. **Responsibilities to Other Teacher-Coordinators and Coordinators**
   a. To offer services as freely as possible to other teacher-coordinators and coordinators.
   b. To share ideas and discuss problems.
   c. To coordinate activities so that other schools may use the training stations.
   d. To discuss new methods and teaching techniques.
   e. To keep others informed about current trends in work education.

DUTIES AND RESPONSIBILITIES OF THE COORDINATOR

1. To develop with business and industry, comprehensive work education plans.
2. To produce written job descriptions of positions available for work education.
3. To place the students as selected by the subject teacher and the teacher-coordinator at the training stations.
4. To supervise the student at the training station through personal visits.
5. To communicate directly with principals, technical directors, guidance and business education department heads in the schools concerned.
6. To distribute, collect and process all necessary forms.
7. To maintain permanent records of all students activities related to work education.
8. To coordinate work experience, on-the-job training and cooperative work education.
9. To coordinate teacher visits to the training stations.
10. To arrange for publicity, public relations meetings and media releases pertaining to work education.
11. To inform the student of employment opportunities.
12. To meet with work education students to familiarize them with the objectives of work education.
13. To attend work education committee meetings.
14. To obtain approval for administrative and policy changes from the Department of Education and the school board.

RECORDS AND MANAGEMENT OF WORK EDUCATION

Permanent cumulative records are essential and provide a central source of information about the work education student. Duplicate sets of records are highly desirable and are often necessary to disseminate information efficiently. These records should include the following information: name of student; the days and hours employed at a training station; place of employment; attendance record; credit(s) earned; and a summary of the employer's evaluation and follow-up study.

A well planned and carefully maintained system of records is essential if the teacher-coordinator and coordinator are to satisfy the numerous requests for information about the student and work education. The purposes of a cumulative record system are:

1. To record achievement and growth during the student's participation in work education.
2. To provide information necessary in preparing reports required by the school board and the Department of Education.
3. To report to the parents on the progress of their son or daughter in work education.
4. To provide pertinent data for research relating to work education.
5. To provide information needed by teacher-coordinators, coordinators and other professional staff in working with work education students.
6. To provide information needed by post-secondary institutions and employers about a former student.
7. To improve articulation between the various departments in a school system.

The main consideration in preparing permanent cumulative records is to secure a comprehensive summary of each student's achievements and to make the information readily available.

An efficient system of administration through the use of appropriate and well prepared forms will provide more time for coordination. Forms should be carefully developed and periodically analyzed to determine the need for revision. Each form should serve a clearly defined purpose. A system of color coding is helpful in recognizing forms prepared in duplicate or triplicate. Rather than adopting any particular set of forms, the teacher-coordinator or coordinator should develop forms to suit his/her own needs. The forms shown in the appendix are exemplary and are suggested rather than prescriptive.

In developing and managing work education, it is helpful to prepare an outline of the activities in sequential order to facilitate implementation. The sequence of activities listed below will vary with the school, school division or district. Many of the activities are discussed in greater detail in other pages of this guide.

1. Establishment of the Need and the Value:
   a. Prepare a statement of the need for work education with supporting documentation.
2. Organization of a Committee Composed of School Personnel and People from the Community to Plan the Following Procedures:
   a. Define the purpose and plan of work education.
   b. Develop an outline of activities to begin work education.
   c. Develop the student selection criteria.
3. Approval of the School Administration:
   a. Obtain approval for operating procedures from school administrators.
4. Approval of the Department of Education:
   a. Secure the approval of the Department of Education to implement work education.
5. Preparation of a Feasibility Study:
   a. Conduct a survey to determine employer interests, placement opportunities and student interest.
6. Employment of a Teacher-Coordinator:
   a. Report to the school board on the local survey.
   b. Obtain their approval to employ a qualified teacher-coordinator.
7. Establishment of an Advisory Committee:
   a. Establish an advisory committee to review the policy statement and the operating details for the administration of work education.
8. Solicitation of School Support:
   a. Explain the plans for work education to the school faculty.
9. Development of Public Relations:
   a. Develop a public relations program in the school and in the community.
10. Provision of Facilities and Equipment:
    a. Arrange for office space, clerical assistance and equipment.
11. Recruitment of Students:
    a. Encourage interested students to apply for work education
    b. Select the students.
12. Provision of Counselling Services:
    a. Explain the details of work education.
    b. Prepare the student for placement at the training station.

13. Selection of the Training Station:
    a. Inform prospective employers about work education.
    b. Select the training stations.
14. Development of the Training Agreement:
    a. Develop a training agreement.
15. Development of the Training Plan:
    a. Develop a training plan to ensure student progress and adequate learning experiences.
16. Evaluation of the Safety Practices:
    a. Check for possible safety hazards to the student.
17. Maintenance of Records:
    a. Maintain permanent cumulative records of all students in work education.
18. Establishment of a Schedule for Supervision and Coordination:
    a. Establish a schedule of supervision with adequate time for coordination.
19. Provision for Related Instruction:
    a. Provide related classroom instruction.
20. Evaluation of the Student's Performance:
    a. Have the student and the employer fill in the evaluation forms.
    b. Discuss the evaluation forms with the student.
21. Evaluation of Work Education:
    a. Provide for the evaluation of work education by means of a follow-up study.

COMMUNITY SURVEY

Before work education is initiated, a survey should be conducted in the community to determine whether work education should be offered. Several good sources to contact are the local Chamber of Commerce, the employment office and the personnel departments of the area's larger employers. These groups will know the economic climate of the community which will assist in determining whether to continue planning.

Although the above groups can give an overall picture of the needs of the community, a more precise survey should be conducted to determine the type and the number of training stations. A survey form (see page 35) which can be mailed or used by the teacher-coordinator or coordinator in an interview should be developed. The latter method, although more time consuming, will be the more useful. Through the interview method, the employer can be contacted personally and possible areas of training determined and misunderstandings concerning the employer's responsibilities eliminated. This method also makes it easier for the teacher-coordinator or coordinator to contact the employer for possible placement of a student.

Either method, mail or interview, will need to be developed so that maximum information can be gathered while using a minimum amount of the employer's time. This is a must if the full cooperation of the employer is to be obtained. The following is a list of questions:

1. What is the employer's employment outlook? Can he hire experienced people when needed?
2. Is the employer willing to participate and cooperate in work education?
3. What does he look for in an employee? What attitude, personality and skill is needed for this type of employment?
4. How many people are employed in the business?
5. Is there union affiliation?
6. Is there coverage under the Workmen's Compensation Act?
7. Are there hazardous areas of employment?
8. What are the hiring procedures?
9. Who should the teacher-coordinator or coordinator contact for further information?

The employer will be interested and willing to cooperate providing his time is wisely used; therefore, do not send a long questionnaire through the mail. If the interview is used, it should be short, to the point and businesslike.

Remember, not all businesses and industries are equally suitable for use as training stations. One of the most important factors to consider is the attitude of the employer and his employees toward work education. The employer must understand that the purpose of work education is to provide a learning situation for the student; therefore, the employer should provide the student with interesting and diverse learning experiences.

A community survey should reveal the following items:

1. Businesses and industries.
2. Number of people employed.
3. Employer's attitude toward work education.
4. Turnover rate of employees.
5. Future of industrial growth by various businesses or industries.

Occupational information may be obtained from these sources:

1. Personal contact.
2. Chamber of Commerce.
3. Labour organizations.
4. Employment agencies.
5. Yellow Pages of telephone directory.
6. Manitoba Trade Directory.

Some methods of contacting prospective employers are:

1. Personal interview.
2. Telephone.
3. Publicity (press, radio, T.V.).
4. Written materials.
5. Visits to civic clubs.

In order to succeed, a program must start with the full understanding and support of the business community. A well planned and executed community survey is an important step toward gaining this support.

STUDENT SURVEY

The needs, desires and interests of the student should be considered before beginning work education and can be determined by a student survey (see page 59). Results of the student survey should be used merely as a guide, because students have the tendency to change their career aspirations periodically. Generally, it is important to determine the type of training required, the number of students interested and the kinds of occupations involved. If a teacher-coordinator or coordinator has been hired at this point, he should conduct the student survey. If not, the guidance department and the subject teachers should conduct it.

The student survey can be completed during a school assembly, homeroom period or through the guidance department. It should be easy to understand and complete and simple to summarize. The following list indicates useful types of information:

1. General information such as age, grade level, course of study, etc.
2. Possible areas of training. Provide a check list of the types of employment the community may offer.
3. Future goals following graduation such as entering employment, getting married, going to college, working for parents, etc.
4. Degree of interest in work education.

STUDENT IDENTIFICATION

Student selection is one of the most critical tasks the teacher-coordinator or coordinator must perform. The successful matching of the student to a training station involves the following considerations: the student's interests, aptitudes, abilities, personality and ambitions along with the interests of the parents. These factors must be matched with the needs of the employer.

The following is a discussion of these factors:

1. *Interest* — The student's interest is the most important factor when considering placement. The student's interest and motivation can overcome deficiencies.
2. *Aptitude* — To perform the necessary tasks most occupations require varying degrees of special aptitudes. When the student's interests coincide with student's aptitudes, the chance of success is greatly increased.
3. *Ability to Learn* — Care must be taken to match the demands of the occupation with the abilities of the student. A difficult training station may lead to frustration and failure while an unchallenging training station may cause boredom and hinder performance. The student's desire to achieve can make up for some lack of ability, but eventually there must be a realistic approach to the problem.
4. *Personality* — Statistics show that the majority of people lose their jobs through personality conflict and poor attitudes rather than lack of occupational skills. The successful matching of the student's personality with the occupational needs is important to the success of work education.

5. *Physical Status* – The student's size, health and handicaps all have to be considered. The handicapped student requires a special training station where the tasks he/she performs are within his/her capabilities. The teacher-coordinator or coordinator should review the student's school record, consult the school nurse and interview the student to determine any handicaps.
6. *School Records and Grades* – Past achievement, such as student's personal record, attendance data, school grades, guidance notes, parent information and test results are a general indication of future performance.
7. *Student Interview* – The selection and feedback from the student's interview is the best way to determine many of the above factors. The student's reactions matched with these factors will help the teacher-coordinator or coordinator to place the student at a training station where he/she is likely to succeed.
8. *Student-Employer Interview* – The interview with the prospective employer will probably be the student's first formal interview; therefore, the teacher-coordinator or coordinator should instruct the student on how to prepare for an interview by indicating that the employers will be looking for the following:

Appearance:	Preparation:	Maturity:	Presentation:
Grooming	Knowledge of position	Frankness	Forcefulness
Posture	School record	Consistency	Poise
	Vocational education	Accuracy	Sincerity
	Work experience	Tact	Persuasiveness
	References	Responses	Self-confidence
	Personal history	Temperament	Grammar
	Career objectives		Vocabulary

In preparation for the student-employer interview the student should fill out different types of employment applications.

AGE REQUIREMENTS

Any student who is sixteen years of age or older may participate in work education provided:

1. That work education is offered by the school.
2. That work education meets the requirements as described in this handbook.
3. That the student is enrolled in the school offering work education.

Although not recommended, a child[1] who has not attained the age of sixteen may be placed in a training station provided all the requirements have been met. A child employment permit (see page 101) and proof of age are required in Manitoba for a student who is under the age of sixteen. Application form for child employment permit (see page 99) may be obtained from – The Manitoba Department of Labour, 608 Norquay Building, Winnipeg, Manitoba R3C 0P8. Usually, the school principal has several copies on hand.

In addition to meeting the above requirement, the teacher-coordinator and the coordinator must adhere to the standards and conditions of employment of children as written in The Employment Standards Act which states:

"Employment of Children"

Subject as in this Act specifically otherwise provided,

(a) no child shall be employed except after a written permit has been procured from the minister;

(b) no child for whose employment a permit has been procured shall be employed otherwise than in accordance with the permit or by anyone other than the employer named in the permit;

(c) no child shall be employed in such a manner, or upon such work or service, that its safety, health, or moral well-being, may be hurtfully affected."

S. M., 1957, c. 20, s. 8.

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1. *Definition of "child" means a person under the age of sixteen years." The Employment Standards Act*, Chapter E 110, Section 2(1), p. 1.
2. *The Employment Standards Act*, Chapter E 110, Section 7, p. 5.

"Employment of Children.[1]

No child shall be employed in any building, structure, or premises, of any kind, or land in or on which any person is employed for remuneration by an employer whose operations include, as a substantive part, the processing, producing, manufacturing, cleaning, altering, repairing, or servicing of any material, substance, article, machinery, or thing by manual labour or by the use of machinery, or by both such use of machinery.

"Special Conditions:[2]

It is the employer's responsibility to ensure that employment does not expose the permittee to morally undesirable situations.

The permit is strictly limited to light work well within the physical capacity of the permittee and where there is no actual or potential danger factor.

The permittee shall not unless otherwise herein indicated be allowed to work after 9 p.m. central standard time on any day.

This permit is not transferable so as to cover employment by any other employer."

CODE OF ETHICS FOR THE STUDENT

Your attitude is the most important factor in being successful in your endeavours. The following suggestions should assist in developing a positive attitude:

1. Contact the teacher-coordinator or the coordinator immediately if you encounter any difficulties.
2. Telephone your employer and ask to be excused, in case of illness or if you are unable to work that day. If possible contact your employer directly — messages are often misplaced.
3. Be polite and courteous to your employer, fellow employees, and customer. A smile goes a long way towards creating good business relations.
4. Be prompt for work, and when returning to your training station after a break.
5. Listen to and follow your employer's instructions.
6. Do your best at all times; if you encounter difficulties with the work that has been assigned to you, ask for help.
7. Stay on the job and complete it to the best of your ability and knowledge.
8. Be loyal to your employer, your instructor, and the school.
   a. Do not talk "shop" when away from school.
   b. Do not "gossip" about personal problems in the office or at home.
   c. Do a good job and establish a reputation for being a good worker.
9. Be honest and sincere in all your endeavours.
10. Ask to be excused if you must leave early to keep an appointment.

CODE OF ETHICS FOR THE TRAINING SPONSOR

The following suggestions will help to overcome difficulties and contribute to the success of work education.

1. Contact the teacher-coordinator or the coordinator if you encounter any difficulties with the student.
2. Explain the operation of the business as the student requests the information.
3. Follow the training plan as prescribed.
4. Assist the student with his/her problems.
5. Be courteous.
6. Consider the student as a junior fellow employee.
7. Provide supervision as required for the learning situation. Remember this is a learning situtation.

SCHOOL CREDIT FOR WORK EDUCATION

Additional credit need not be granted for work education where it is a part of a course for which full credit is already being granted.

The granting of credits for work education in jobs of a questionable educational value or jobs difficult to supervise should be avoided. School credit shall not be granted for jobs such as: telephone solicitation.

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1. *The Employment Standards Act*, Chapter E-110, Section 38 (1), p. 30.
2. *Work Employment Permit*, Special Conditions.

direct door to door selling, babysitting at home for younger members of the family, etc.

A written policy explaining the granting of credit for participation in work education is essential and basic to the program. The student must be treated fairly and equitably and the criteria used in evaluating work education credit must be specific, appropriate, reasonable and subject to local school policies.

Attendance at the training station is to be counted as school attendance.

WORKING HOURS RECOGNIZED FOR SCHOOL CREDIT

Recognized hours are those hours that fall within the school day or as set and supervised by the school.

If a student enters into a private agreement with an employer to engage in work during hours other than those hours specified in the training agreement, the student shall be subject to all federal and provincial employment regulations and the hours worked shall not be counted toward work education credit.

TRAINING PLAN

Preparation of a training plan (see pages 75-97) for each student is a valuable guide to the teacher-coordinator or coordinator in determining what types of instruction the student will receive at the training station and in the classroom. The plan should be developed cooperatively by the student, the subject teacher, the training sponsor, the teacher-coordinator and the coordinator by using job analysis techniques, student progress reports and other media.

The development of the training plan should begin when the employer agrees to participate in the work education. During the selection of the training stations, the teacher-coordinator or the coordinator will determine the learning activities available in a particular training station.

A sound training plan facilitates matching the student with the training stations and contributes in a large measure to the success of work education. Techniques used in developing a training plan should be adapted to meet specific situations and educational objectives.

Guide for Developing the Training Plan[1]

In preparing a training plan, the teacher-coordinator or the coordinator should:

1. *Explain the purpose of the student's plan to the training sponsor and the student.*
2. *Make an analysis of the student's chosen occupation to determine the competencies needed for successful employment and advancement.*
3. *Determine whether the competencies can best be developed through classroom instruction, training station instruction, or coordinated classroom and training station instruction.*
4. *Determine a logical sequence in which the competencies should be developed.*
5. *Prepare the training plan.*

A well prepared training plan should eliminate the possibility of placing a student in a job where the learning opportunities are limited.

SELECTION OF THE TRAINING STATION

Locating and approving the training stations are two major functions that the teacher-coordinator or the coordinator must perform. All businesses and industries are not appropriate as training stations; and all employers or employees are not suitable as training sponsors. The teacher-coordinators or coordinators must evaluate the potential training with the employer's needs and interests. The training station must provide the environment and the training in job activities appropriate to the student's career development and related to the objectives of work education.

The teacher-coordinator or the coordinator should consider the following list of suggested pertinent points when selecting a training station:

1. Does it stress education rather than work?
2. Does it have safe working conditions?
3. Does it provide a wide variety of experiences?
4. Does it have adequate supervision?
5. Is it accessible to transportation?
6. Does it lead to realistic and stable employment?

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1. State Department of Education, *Handbook for Administrators and Coordinators of Cooperative Education*, Department of Vocational Education, Charleston, West Virginia, 1971, p. 25.

7. Does it comply with all federal and provincial labour laws and union regulations?
8. Are its employees members of a union?
9. Does it involve shift work?
10. Does it offer Workmen's Compensation?
11. Does it offer opportunities for advancement and for developing the student's abilities?
12. Can the student's interests, aptitudes, abilities and career objectives be matched with the objectives of the employer?
13. In the teacher-coordinator's or coordinator's judgement, will the employer be able to comply with the terms of the training plan?
14. Does the work situation allow for the rotation of the student from one task to another as he/she becomes proficient in a particular area?

PLACEMENT IN THE TRAINING STATION

The placement of a student in a training station must be handled individually and carefully. Placement can determine whether the student will progress toward a permanent career commitment, and also it can determine whether the cooperating employer will find work education meaningful and continue to support it.

Do not attempt to place a student in a training station until the teacher-coordinator or the coordinator has determined that the student meets the standards of employability; that the prospective employer understands the educational aspects of work education and wishes to cooperate in the learning process. If the employer so desires, allow him to choose the student he is willing to train.

Students enrolled in work experience should be placed at a training station for relatively short periods of time. The apparent rationale for the short periods of work experience is that the student need not invest a great number of hours to comprehend the nature and the demands of the occupation. The student can measure himself/herself against the occupation in a relatively short time and may try several short term experiences during the year.

Students enrolled in on-the-job training or cooperative work education may be placed at a training station for longer periods of time, possibly one or two weeks per occasion. The students will receive more intensive training and may be involved in productive work under close supervision.

The suggested minimum time for full-time placement at a training station is one-half day and the maximum is two weeks. The number of times that a student is placed at a training station varies with the objectives to be achieved.

The student in work education should return to the classroom for instruction in related classes in which he/she can discuss his/her experiences with other students and engage in reading and learning activities that provide information and understanding about occupations. Without careful supervision and organization of the related learning experiences, work education cannot be presumed to be part of the school curriculum.

Teacher-coordinators and coordinators should be cognizant of the fact that work education is a part of the school curriculum and that there must be class time to ensure related learning.

The maximum number of students employed by participating employers at any given time could be restricted as follows:

1. One student where the employer's work force comprises up to 5 employees.
2. Two students where the employer's work force comprises 6-10 employees.
3. Three students where the employer's work force comprises 11-15.
4. Four students where the employer's work force comprises 16-20.
5. Five students where the employer's work force comprises 21-25.
6. Where the employer's work force exceeds 25 employees, the maximum number of the students at any given time should not exceed 15% of the employer's total work force.

Students may be transferred from a training station only after consultation with the teacher-coordinator or the coordinator.

Transfers will not be made without a valid reason.

SUPERVISING STUDENTS AT THE TRAINING STATION

Immediately after the student begins training the teacher-coordinator or the coordinator faces the responsibility of making supervisory visits to the training station. The objectives of these visits are:

1. To overcome initial problems.
2. To assist the student and the employer.
3. To provide guidance and direction.

4. To determine the progress of the student.
5. To evaluate the work education projects.

Scheduling of these visits is crucial to the success and the development of work education. Initially the teacher-coordinator or the coordinator should visit the training station informally and frequently for short periods of time preferably during the first week of the project. Following these visits the teacher-coordinator or the coordinator should cooperate with the student and the employer to set up a regular schedule for future supervisory visits.

It must always be uppermost in the teacher-coordinator's or the coordinator's mind that the student must be progressing in accordance with his/her course of study and the training plan that has been developed between the school and the employer.

The following steps may assist the teacher-coordinator or the coordinator in supervising the student:

A. Itemize the steps to carry out the supervison.
   1. Construct written forms for recording information gathered through supervision.
      a. Report form the training station.
      b. Form used by the teacher-coordinator or the coordinator.
      c. Forms for permanent records.
   2. Make arrangements with school administration for ample time to supervise and coordinate work education.
   3. Make sure the student understands the plan and the purpose of supervision.
   4. Plan a visitation schedule.
   5. Discuss with the employer the plan and the purpose for the teacher-coordinator's or the coordinator's visit.
   6. Incorporate the following points into the plan for the visitation and supervision schedule:
      a. Choose advantageous time.
      b. Adopt a casual manner.
      c. Make appointments with the proper people to discuss the student.
      d. Observe the student carefully.
      e. Note the general attitude of the other employees to the student.
      f. Encourage the advancement of the student.
      g. Identify the possibility of using the training station for future placement.
   7. Summarize the data after leaving the place of employment.
   8. Secure a written report on the student's progress at regular intervals.
   9. Make a permanent record of the visits.
   10. Discuss the evaluation with the student as soon as possible after the supervisory visits.
   11. Adjust the course of study to meet the changes in job requirements.

B. Evaluate the environment at the training station.
   1. Determine the progress of the training in relation to the training plan.
   2. Discover if the student's schedule suits the needs of the employer.
   3. Ascertain if the student is under supervision of a qualified person during his/her stay at the training station.
   4. Determine the sincerity of the employer regarding the training of the student.
   5. Assess the adequacy of the facilities. (Restrooms,safety devices, etc.)

The teacher-coordinator or the coordinator should be friendly with the employees in the business or industry. Work education should be explained to the employees to assure their complete understanding of the training agreement.

Common sense and tact should be used by the teacher-coordinator or the coordinator at all times in the supervision of the student at the training station. He should take care to visit the training station when it is convenient to talk to the employer and not at peak production times. Too much time taken to talk with the student could create animosity between the employer and the teacher-coordinator or the coordinator. Care should be taken to avert this type of situation. The employer expects and has a right to the student's time in order to keep up production schedules.

The teacher-coordinator or the coordinator should contact the employer first when making a visit, if at all possible, and see him again when leaving. This is a common courtesy and the teacher-coordinator or the coordinator should be most careful in this respect. Good public relations at all times are very necessary, and the supervisory visits are one of the best opportunities to improve these relations. In the majority of cases, the employers are glad to cooperate with the school. They feel that it is a part of their civic duty and are proud of a successful student.

Visitation should be left to the teacher-coordinator's or the coordinator's discretion.

EVALUATION AND FOLLOW-UP

Success of work education is dependent upon continuous evaluation. Evaluation by the student, the parents, the employers and the school personnel provides a more valid basis for change. One of the most convenient methods is to obtain written evaluation forms from the student (see page 125) and the employer (see page 123). These forms should be completed after the student has finished his/her training in the training station.

A more comprehensive evaluation (see page 133) of work education should be undertaken by the school principal with the assistance of staff members and other knowledgeable people.

The purpose of a follow-up is to determine the usefulness of work education not only to the graduate, but also to his community and society. Two main ideas of a follow-up program should be the value of work education in relation to the work in which the graduate is presently employed and the improvement of present and future work education in order to make work education more meaningful. Follow-up studies when utilized properly will serve as a vehicle for indicating the value of work education in relationship to the total school program.

A mailed questionnaire is often used in conducting follow-up studies (see page 131). Information gained by personal contact with the friends and the relatives of former work education students may be used in follow-up studies.

FACTORS AFFECTING THE SUCCESS OF WORK EDUCATION

Teacher-coordinators and coordinators should be aware of the many factors which affect the success of work education and should take positive action to insure growth and acceptance of work education. The following are some of the factors believed to be essential:

1. There must be a system of providing information on work education to schools, business and industry.
2. There must be cooperation with the principal and his staff to schedule work education students that will permit the student to attend his/her training station and fulfill the requirements of the training agreement.
3. There must be cooperation among outside agencies whose influence affects the success of work education.
4. Good working relations must be established and maintained with the provincial Department of Labour.
5. Teacher-coordinators and coordinators must cooperate in establishing and utilizing training stations particularly with regard to the small high school.
6. There must be consideration to protect the interests of the employer who provides experiences, instruction, facilities and supervision.
7. There must be assistance and cooperation from organized labour.
8. There must be close observation of provincial laws to enable work education to run smoothly, particularly in regard to hazardous occupations and food service establishments where control laws for alcholic beverages are in effect.
9. Superior methods of coordination must be developed.
10. There must be a careful follow-up of the graduates to provide for constant improvement in work education.

PART III

RESPONSIBILITIES, LIABILITIES, INSURANCE

RESPONSIBILITIES OF THE DEPARTMENT OF EDUCATION

The Department of Education assumes the responsibility of Workmen's Compensation coverage for all students of work experience, on-the-job training, and cooperative work education. Approval in writing must be obtained from the Department of Education before implementing any phase of work education. Work education offered as part of the vocational program must be approved by the Vocational Education Branch.

Workmen's Compensation Act has been amended as follows:[1]

"Compensation for person enrolled in occupational courses.[2]

A person who is enrolled in an occupational education course offered by the government or by a school district, school division or school area under The Public Schools Act, and who, as part of the course performs work for another person engaged in a trade, business or industry, but is not employed by that other person, shall, for the purposes of this Part and Section 95, be conclusively deemed to be a workman in the employ of the government and his employment shall be conclusively deemed to be the performance of the work for that other person."

En. S. M. 1971, c. 46, s. 14

Income in case of disability.[3]

Where a personal injury occurs to a person enrolled in an occupational education course as mentioned in subsection (4) arising out of and in the course of his employment, compensation payable under this Part shall be calculated

(a) in respect of temporary disability, as though he was steadily employed at the minimum wage rated then prevailing under the law of Manitoba; and

(b) in respect of permanent total disability or permanent partial disability, as though he was steadily employed with the maximum yearly earnings permitted for calculation of compensation under this Act."

En. S. M. 1971, c. 46, s. 14

"Rights under subsec. (4) in lieu of other rights.[4]

The right to compensation provided by this Part to a person enrolled in an occupational education course as mentioned in subsection (4) is in lieu of all rights and rights of action, statutory or otherwise, to which the person or his legal representative or his dependents are or may be entitled against the government and the person for whom the work is performed, or either of them, for or by reason of personal injury to, or death of, the person so enrolled occasioned by any accident which happened to him arising out of, and in the course of, his employment; and no action in any court of law against the government, or the person for whom the work is performed lies in respect thereof."

En. S.M. 1971, c. 46, s. 14.
R. S.M. c. 297, s. 55; R. & S., S.M. 1959 (2nd Sess.) c. 74, s. 2.
Am. S.M. 1971, c. 46, s. 14.
Am. S.M. 1972, c. 46, ss. 34 & 35.

Of particular interest to students and teachers is Section 4(3), page 5 of the Workmen's Compensation Act which states:

"Misconduct[4]

Where the injury is attributable solely to the serious and wilful misconduct of the workman, no compensation shall be payable unless the injury results in death or serious or permanent disability."

Am. S.M., 1961, (1st Sess.), c. 71, s. 2.

Pertinent points that should be explained to the students and teachers are:

1. Workmen's Compensation covers medical costs which are directly attributed to an accident which occurred during the hours and days specified in the training agreement for work education.
2. Workmen's Compensation replaces any loss of income or any potential loss of income. Benefits are provided in case of partial or permanent disability.

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1. *The Workmen's Compensation Act*, Chapter W 200 of the Continuing Consolidation of the Statutes of Manitoba, 1970, p. 36.
2. Ibid.
3. Ibid.
4. *The Workmen's Compensation Act*, Chapter W 200 of the Continuing Consolidation of the Statutes of Manitoba, 1970, p. 5.

3. The Workmen's Compensation Board adjudicates each claim on the basis of the Employer's Report of Injury or Industrial Disease (see page 115). The Employer's Report of Injury or Industrial Disease (Form 2) must be filled in completely and accurately.
   Note: Not all claims are accepted.
4. When a student is injured, he/she should report immediately to the supervisor at the place of work and obtain first aid. The student must make a full report (see page 116) to the teacher-coordinator or the coordinator as soon as possible.
5. The student must inform the attending doctor that he/she is covered under Workmen's Compensation. ("Doctor" includes chiropractors and osteopaths.)
6. It is imperative to emphasize to students and teachers the need for reporting accidents immediately. If in doubt, it is better to fill in the Employer's Report of Injury or Industrial Disease even though the student may not feel that it is necessary at that time. The injury may reoccur at a later date under different circumstances.
7. Make sure that all students are fully informed of the coverage available under The Workmen's Compensation Act.
   Note: Workmen's Compensation covers only those activities related to work education which could be deemed necessary or compulsory. Other extra curricular activities are not covered.
8. Form 2, the Employer's Report of Injury or Industrial Disease, is to be completed in duplicate in every case where the injured person requires any kind of outside help or believes there may be trouble in the future. It is to be completed by whomever is designated by the principal and every question must be answered fully and completely. Both copies of the form are to be signed by the principal at the bottom of the page and forwarded to Mr. G. D. Roberts or Mr. Peter Wilby, Department of Education, 1181 Portage Avenue, Winnipeg, R3C 0V8; who have been designated as signing officials for the department.
9. Whenever a student has been away from school or the training station because of an accident, a letter should be sent directly to: The Workmen's Compensation Board, 333 Maryland Street, Winnipeg, R2G 1M2, Attention: Mr. A. H. Cross, advising as to the date the student returned to school or work.
10. Teachers are not covered under The Workmen's Compensation Act.

RESPONSIBILITIES OF THE SCHOOL BOARD

The school board can assist work education by giving their approval and by:

1. Providing accident insurance for students and teachers on a voluntary basis (see page 117).
2. Providing adequate liability insurance for teachers and students.
3. Providing Workmen's Compensation for teachers who are officially visiting work education students at the training stations.
4. Providing necessary financing to administer work education.
5. Employing qualified teacher-coordinator(s).
6. Employing qualified coordinator(s).
7. Approving operational budgets for work education.
8. Assisting schools in preparing and drafting local policy.
9. Providing legal aid to its employees.
10. Being aware that if transportation is provided from the school to the training station for the student on work education, then, the board is responsible for the actions of the driver, who should be adequately covered by liability insurance.
    Note: If the student travels to his/her training station directly from home, then, the board's liability is no greater than when the student is travelling from home to school by public transportation.

School boards are exempt from liability for accidents in certain cases.

Exemption for liability for accidents in certain cases.[1]

"Any pupil attending any course in technical or vocational training as provided in section 156 shall be deemed to have accepted the risks incidental to the business, trade, or industry in which he is being instructed or trained; and, if bodily injury or death is caused to any such pupil during or as a result of the course, no cause of action for loss or damage suffered by reason of the bodily injury or death accrues to the pupil or to any other person,

(a) against the school district or any of the trustees, if it is shown that, after making investigations, the board of trustees believed, upon reasonable grounds, that the person with whom the pupil was

1. *The Public Schools Act*, Section 278, December 1970, p. 130

placed was competent to give the instruction, and that his plant and equipment were such as to provide reasonable safeguards against injury; or

(b) against the person giving the instruction or his servants or agents, unless the bodily injury or death of the pupil was caused or contributed to by the negligence or the misconduct of the person giving the instruction or his servants or agents."

R. S.M., c. 215, s. 260; am.

RESPONSIBILITIES OF THE SCHOOL

The school principal, the teacher-coordinator, the coordinator and the student have certain responsibilities in organizing and developing the educational aspects of work education.

1. The School Principal by:

a. Making work education available to all eligible students if work education is a part of the school program.
b. Appointing a staff member to the position of teacher-coordinator.
c. Appointing staff members to assist the teacher-coordinator as required.
d. Providing the teacher-coordinator with adequate time to carry out his duties.
e. Providing for the distribution of work education promotional and instructional materials.
f. Arranging for the teacher-coordinator to attend meetings regarding work education.
g. Ensuring that all routines and regulations pertaining to work education are adhered to.
h. Ensuring that all the students and the teachers participating in work education are fully aware of all regulations pertaining to work education.
i. Ensuring that a student is not placed in a hazardous work situation.
j. Being aware of the activities of his staff.
k. Evaluating work education.
l. Ensuring that the students and the teachers are covered by accident insurance.

2. The Teacher-Coordinator and the Coordinator by:

a. Becoming familiar with the philosophy of work education.
b. Emphasizing the importance of vocational exposure and career investigation to the student.
c. Suggesting assignments to correlate the school subject with work education.
d. Providing liaison within the school and in the community.
e. Distributing forms and other published information.
f. Consulting with the subject teacher regarding the student posting.
Note: Each teacher teaching a specialty subject to that student must be consulted regarding the student's posting. All placements must be confirmed by the teachers concerned.
g. Processing all the forms relating to work education.
h. Visiting the student at the training station as time permits.
i. Maintaining records and forwarding information as requested.
j. Locating training stations.
k. Ensuring that the student is adequately covered by Workmen's Compensation and personal accident and liability insurance.
l. Ensuring that the teacher-coordinator or the coordinator is adequately covered by liability and accident insurance (see page 117).
m. Ensuring that the parents and the students are aware of all aspects of the training plan and of the additional risks which might be involved.
n. Ensuring that no student is placed in a training station that is not compatible with his physical condition.
o. Ensuring that there will be coordination between the teacher-coordinators and the coordinators.
p. Ensuring constant evaluation of work education.

It should be noted that the Manitoba Teachers' Society carries liability insurance for its members for contractual liabilities, property damages and bodily injuries arising out of school or school-sponsored activities except where the liability arises out of the operation of a self-owned automobile. If the teacher-coordinator or the coordinator is using his own automobile to transport other teachers or students, he should obtain adequate third-party liability insurance coverage.

The following paragraph appears in the Manitoba Teachers' Society Handbook:

"Liability Insurance[1]

The Society's liability insurance policy provides coverage up to $250,000 per member for claims arising from contractual liabilities, property damages and personal or bodily injuries arising out of school or school-sponsored activities except where the liability arises out of the operation of a self-owned automobile. Therefore, teachers who transport other teachers or students, either gratuitously or for compensation, should (a) obtain adequate third-party liability insurance coverage; (b) notify the insurance agent requesting coverage for occasions when they transport passengers (if the vehicle is used regularly to transport passengers for pay, the company may require a passenger endorsement at an additional premium); and (c) in case of accidents in which passengers are injured, notify the agent, the employing school board and The Manitoba Teachers' Society. All claims, inquiries and reports on situations which might result in claims should be directed to the Society's central office. The insurance pays the costs of any investigation, legal defence and, if damages are awarded, the damages up to $250,000 for each claim.

Principals and teachers may be exempt from liability for accidents as quoted above in Section 278 of The Public Schools Act. However, this may have to be decided in a court of law.

3. **The Student by:**
   a. **General Responsibilities**
      (1) Introducing himself/herself formally to the appropriate people upon arrival.
      (2) Thanking the training sponsor and the employees at the training station for their assistance and cooperation.
   b. **Routine Responsibilities**
      (3) Obtaining written parental consent to participate in work education.
      (4) Providing proof of adequate medical insurance coverage.
      (5) Providing proof of age. This proof of age must be any of the following in order of preference:
         (a) Birth certificate
         (b) Baptismal certificate
         (c) Bible record

         Note: Birth certificates may be obtained upon application from the Office of Vital Statistics, Room 104, Norquay Building, 401 York Avenue, Winnipeg, R3C 0P8.
      (6) Being willing to purchase school insurance at the request of the school.
      (7) Providing his/her own transportation to and from the training station.
      (8) Studying Section 5 of The Employment Safety Act which states:

"Responsibility of employees[2]

Every employee shall

(a) take all reasonable and necessary precautions to ensure his own safety and the safety of his fellow employees during the course of his employment; and

(b) at all times use all devices, and wear all articles of clothing, designed or intended for his protection and furnished to him by his employer, or required to be used and worn by him under this Act or the regulations."

S.M., 1965, c. 24, s. 5.

      (9) Studying The Employment Safety Regulations under The Employment Safety Act which states:

"Personal Wearing Apparel[3]

A workman shall not wear personal wearing apparel of a type and condition that would expose him to unnecessary and avoidable hazards."

"Where there is a danger of possible contact with moving parts of equipment the workman shall

(a) wear clothing that shall fit tightly about the body, especially around the neck, wrists and ankles;

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1. The Manitoba Teachers' Society '73-74 Handbook, McMaster House: Winnipeg, Manitoba, p. 24.
2. *The Employment Safety Act*, Chapter E 90 of The Continuing Consolidation of the Statutes of Manitoba p. 2.
3. The Employment Safety Regulations, under *The Employment Safety Act*, Chapter 24, Statutes of Manitoba 1965, Sections 8.80, 8.82, and 8.84, p. 11.

(b) not wear dangling neckwear, bracelets, wristwatches, rings or like articles that may present a potential hazard to the workmen."

"Work people whose hair is long enough to become entangled in machinery shall wear adequate hairnets, or close-fitting mob caps."

RESPONSIBILITIES OF THE EMPLOYER

The employer must understand the responsibilities and conditions regarding his participation in work education and be willing to assist the school by:

1. Ensuring that his place of employment conforms to The Employment Safety Regulations and The Employment Safety Act.
2. Giving adequate instructions to the student in the proper and safe use of any equipment the student might be asked to operate.
3. Providing a suitable training station in which the student can participate and observe in accordance with his training plan.
4. Arranging for participation in work education without replacing paid employees.
5. Making suggestions to the school regarding any changes in course content.
6. Informing the student of specific safety and fire regulations and other routines, and ensuring that he/she wears the proper safety equipment.
7. Accepting only a student whose dress, grooming and deportment meet company standards.
8. Providing adequate insurance coverage for all his employees.
9. Maintaining an attendance record and ensuring completion of the student's evaluation form.
10. Discussing the values of education in his/her chosen career with the student.
11. Providing information on the specific type of business or industry in which he is engaged.
12. Reviewing Section 4 of The Employment Safety Act which states:

"Responsibility of employers[1]

Every employer shall

(a) take all reasonable and necessary precautions to ensure the safety of his employees during the course of their employment;

(b) place and maintain in good condition adequate fences and barriers in areas of danger under his control;

(c) place and maintain in good condition such guards and safety devices on equipment as may be reasonable to make the equipment as safe as possible;

(d) adopt and practise procedures and techniques designed or intended to prevent or reduce the risk of injury to employees; and

(e) post, and maintain in a clearly legible condition, signs and notices warning employees of known dangers."

S.M., 1965, c. 24, s. 4.

RESPONSIBILITIES OF THE COMMUNITY

The community has an investment in the vocational education of its young people; therefore, community citizens have the responsibility to provide for the youth of Manitoba the best in educational opportunities. In respect to work education, community members as individuals can help by:

1. Assisting the teacher-coordinator or the coordinator in locating effective training stations.
2. Promoting and publicizing the work education concept.
3. Involving their service clubs, church organizations, women's groups, professional associations, and business associates in work education; either as participants or as promoters.
4. Forming interested area groups to advise and assist the teacher-coordinator or the coordinator.
5. Supplying information on part-time or casual employment to the teacher-coordinator or the coordinator.
6. Providing training stations in volunteer or charitable organizations.

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1. *The Employment Safety Act*, Chapter E-90 of The Continuing Consolidation of the Statutes of Manitoba, January, 1973. Section 4, p. 2.

RESPONSIBILITIES OF THE FAMILY

The family can assist in organizing and developing work education by:

1. Supplying Manitoba Medical Services Insurance number.
2. Approving the application/consent form.
3. Becoming familiar with work education.
4. Requesting an alternative training station if necessary.

In summary, many of the answers to questions of liability on the part of the student, the employer and the school division or its servants rest with legal counsel.

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APPENDIX

SCHOOL LETTERHEAD STATIONERY

SAMPLE

COMMUNITY SURVEY

PLEASE PRINT:

Name of Business _____

Address _____ Phone _____

Person Interviewed _____ Title _____

I. Do you have difficulty in obtaining trained personnel?

Yes _____ No _____

II. Do you have openings for trained: (Indicate Number)

Part-time employees? Yes _____ No _____

Full-time employees? Yes _____ No _____

III. Would you employ trained vocational graduates?

A. Yes _____ Possibly _____ No _____ (list actual comments on reverse side with any special employment factors.)

B. Number of Students:

Male _____ Female _____

C. Types of jobs available

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

IV. Will you have future need for trained career minded people?

Yes _____ No _____

If so, indicate the number required:

	Part-time	Full-time	Male	Female
Office Positions				
Sales Positions				
Technicians				
Repairmen				
Craftsmen				

V. Are you willing to participate in work education?

Yes _____ No _____

SCHOOL LETTERHEAD STATIONERY

COMMUNITY SURVEY FORM

SAMPLE

PLEASE PRINT

Training Station: _____

Location: _____

Manager: _____

Rate the following:

I. Training Station

A. Working conditions: _____

B. Atmosphere: _____

C. Respectability in community: _____

D. Hours of work: _____

E. Attitude and appearance of employees: _____

F. Accessibility to school: _____

General Comments: _____

II. General Aspects

A. Location in community: _____

B. Special requirements for hiring: _____

C. Special training offered by business: _____

D. Hours firm is open: _____

E. Special training needed: _____

F. Preference for male or female employees: _____

(Cont'd)

G. Preference for college or high school student: _____

Your evaluation of training station; include strengths and weaknesses:

III. Would you place a W.E. student in this station? Give reasons.

Work Education Students

STAMP

From:

To:

GENERAL INFORMATION

- Students may be enrolled in work education only with the approval of the student, the parent, the school and the employer.
- Employers must have a "Child Employment Permit" for each student under sixteen years of age.
- Employers are asked not to pay the student or offer a gratuity or honorarium of any sort.
- Students enrolled in work education are covered by Workmen's Compensation even though they are not paid.
- School insurance is usually available to the students on a voluntary basis.
- Students receive credit toward high school graduation for their work education if it is an integral part of a school program.
- A teacher-coordinator or coordinator will make periodic observations and assist the employer in evaluation.
- Employers shall not place a student in a position where there is actual danger or a potential danger factor or where the student's safety, health or moral well-being may be hurtfully affected.
- Employers encountering any difficulties with the student, should contact, the teacher-coordinator or coordinator immediately.

Vocational Education
Department of Education
Winnipeg, Manitoba
R3C 0V8

WHAT THEY CAN DO FOR YOU AS AN EMPLOYER

Work hours can be tailored to employer's needs. Young workers are available at peak hours. They also meet employment needs on a part-time basis for small businesses that do not need full-time employees.

Because of proper selection, placement and close cooperation with employers; work education students are more reliable and dependable than unselected applicants.

Work education students provide a pool of potential full-time employees who are already trained to meet company requirements. They can reduce turnover of junior employees and decrease training costs.

WHAT YOU CAN DO FOR THEM AS FUTURE CITIZENS

Work education provides the student with an opportunity to obtain practical job experience. Employers assist in the vocational guidance of young people by helping them to become productive members of the community.

Employers can show students the practical application and meaning of the courses they are taking in school. Work education often reveals the importance of further education and training. It also facilitates the transition between school and full-time employment.

Work education builds desirable character traits such as responsibility, self-reliance, punctuality, and dependability. It helps students to develop good work habits and attitudes in a realistic adult work environment.

« WORK EDUCATION »

Work Experience

Work experience is work undertaken in the community by a student while attending school for the purpose of providing practical experiences of a general nature in the work-a-day world. It is an exploratory experience, designed to provide students with a knowledge of different jobs and their demands. Work experience is supervised by the school and the employer.

On-The-Job Training

On-the-job training is training undertaken in the community by a student while attending school. It is designed to provide planned in-depth training in business or industry in a chosen area of work and supplemented by learning experiences in school. On-the-job training is supervised by the school and the employer.

Cooperative Work Education

Cooperative work education is designed to develop the occupational competency of a student enrolled in a vocational program. It is developed jointly by the school and business or industry and provides an organized sequence of job experiences in part-time work and related classroom instruction. Cooperative work education is supervised by a teacher-coordinator or coordinator and the employer.

--compliments the employer in that his business is considered a desirable place to establish work education --

WHAT REMUNERATION DOES THE STUDENT RECEIVE?

None! In addition, the employer is asked not to offer a gratuity or honorarium of any sort to the student. Work education is a part of the school program.

DOES WORKMEN'S COMPENSATION COVER THE STUDENT WHILE IN TRAINING?

Yes. A student enrolled in work education is deemed to be a workman in the employ of the government and is covered under the Workmen's Compensation Act.

IS THE STUDENT COVERED BY LIABILITY AND ACCIDENT INSURANCE?

An accident insurance policy for the student is to be arranged for by the local school board. Most public liability insurance policies presently carried by employers provide sufficient protection for the employee. If in doubt, the employer should contact his broker or agent to be certain he has adequate insurance to cover the student taken on staff.

DOES THE EMPLOYER HAVE A RESPONSIBILITY TOWARDS THE STUDENT AFTER WORK EDUCATION HAS ENDED?

No. Undertaking this task will involve no commitment by the employer to hire the student. If the employer wishes, however, to engage the student for Saturday, summer holidays, or full-time employment, there is nothing to hinder him.

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4-0

HOW WILL THE EMPLOYEES IN A BUSINESS REACT TO WORK EDUCATION?

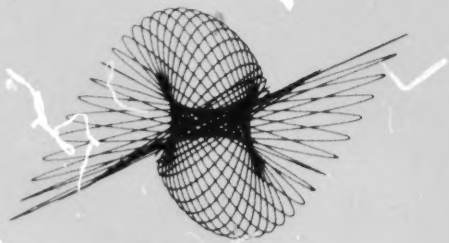
Most employees find that their work is lessened by having a student to assist in various jobs. They realize that the student worker does not displace an employee and that the employers' participation in work education will not in any way affect the tenure of a full-time employee presently on his staff, nor his hiring practices in regard to full-time employees.

WHO MAY APPLY FOR ENROLLMENT IN WORK EDUCATION?

Any student sixteen years of age or older may apply for work education, provided that work education is offered by the school.

For additional information, contact:
Vocational Education
Department of Education
Room 310-1181 Portage Avenue
Winnipeg, Manitoba
R3C 0V8

Work Education



- Work Experience
- On-The-Job Training
- Cooperative Work Education

Vocational Education
Department of Education
Winnipeg, Manitoba
R3C 0V8

WORK EDUCATION

WHAT IS WORK EDUCATION?

It includes work experience, on-the-job training and cooperative work education for students who, through a cooperative arrangement between the school and the employer, receive instruction in the required courses in school and further job instruction at the training station. The two experiences must be planned and supervised by the school and the employer so that each contributes to the student's education and employability. Work education requires an agreement involving the student, the parents, the school and the employer.

WHAT IS WORK EXPERIENCE?

It is work undertaken in the community by a student while attending school for the purpose of providing practical experiences of a general nature in the work-a-day world. It is an exploratory experience, designed to provide students with a knowlege of different jobs and their demands. Work experience is supervised by the school and the employer.

WHAT IS ON-THE-JOB TRAINING?

It is training undertaken in the community by a student while attending school. It is designed to provide planned in-depth training in business or industry in a chosen area of work and supplemented by learning experiences in school. On-the-job training is supervised by the school and the employer.

WHAT IS COOPERATIVE WORK EDUCATION?

It is designed to develop the occupational competency of a student enrolled in a vocational program. It is developed jointly by the school and business or industry and provides an organized sequence of job experiences in part-time work and related classroom instruction. Cooperative work education is supervised by a teacher-coordinator or coordinator and the employer.

WHAT IS A TRAINING PLAN?

It is a written outline indicating what is to be learned by the student at the training station and what is to be taught in the classroom. The plan is derived from a realistic analysis of the occupational objectives of the student and of the tasks, duties and responsibilities of the job.

WHAT IS A TRAINING STATION?

It is the location where the student receives supervised learning experiences related to the student's career development through work education.

WHO IS THE TRAINING SPONSOR?

The individual who is directly responsible for the supervision of the student's learning activities at the training station. The training sponsor may be the owner or the manager of a business, or an employee appointed by management.

HOW MUCH TIME WILL THE STUDENT SPEND IN WORK EDUCATION WITH EACH PLACEMENT?

Work education is flexible enough to allow various arrangements to be made between the employer and the school. In work experience, it may be best to arrange for half-days. In on-the-job training or cooperative work education, it may be more suitable to spend several weeks in a block at the training station.

WILL SCHOOL CREDIT BE GRANTED FOR WORK EDUCATION?

Yes. Students receive credit for their work education if it is an integral part of a school program.

WHAT SUPERVISION WILL BE PROVIDED?

A teacher-coordinator or coordinator will make periodic observations and evaluation of the student while he/she is at the training station.

CODE OF ETHICS FOR THE STUDENT

- Contact the teacher-coordinator or coordinator immediately if you encounter any difficulties.

- Telephone your employer and ask to be excused, in case of illness or if you are unable to work that day. If possible contact your employer directly — messages are often misplaced.

- Be polite and courteous to your employer, fellow employees and customers. A smile goes a long way towards creating good business relations.

- Be prompt for work, and when returning to your training station after a break.

- Listen to and follow your employer's instructions.

- Do your best at all times; if you encounter difficulties with the work that has been assigned to you, ask for help.

- Stay on the job and complete it to the best of your ability and knowledge.

- Be loyal to your employer, your instructor, and the school.

  a. Do not talk "shop" when away from school.
  b. Do not "gossip" about personal problems in the office or at home.
  c. Do a good job and establish a reputation for being a good worker.

- Be honest and sincere in all your endeavours.

- Ask to be excused if you must leave early to keep an appointment.

TIPS

- Formally introduce yourself to the appropriate people upon arrival. Do not hesitate to use the "handshake."

- Show personal pride in your school and community.

- Always be willing and inquiring. Ask questions whenever necessary.

- Above all, turn on the "E" for both EFFORT and ENTHUSIASM, and "R" for RESPECTFULNESS.

- Upon leaving, thank the people you were associated with for their assistance and cooperation.

REMEMBER: You are being assessed as a person in the world of work — and you will need a job someday.

INFORMATION FOR STUDENTS ENROLLED IN WORK EDUCATION

Vocational Education
Department of Education
Winnipeg, Manitoba
R3C 0V8

General Information

- You have signed an agreement to participate in work education and it is your obligation to report to the training station on the first day.

- Both your attendance and punctuality are considered in the overall evaluation.

- Workmen's Compensation covers medical costs which are directly attributed to an accident which occured during the hours and days specified in the training agreement.

- Workmen's Compensation replaces any loss or any potential loss of income. Benefits are provided in case of partial or permanent disability.

- In case of injury or accident, report immediately to the supervisor at the place of employment and obtain first aid. As soon as possible, make a complete report to the teacher-coordinator.

Note: "Where the injury is attributable solely to the serious and wilful misconduct of the workman, no compensation shall be payable unless the injury results in death or serious or permanent disability."

- You must inform the attending doctor that you are covered under Workmen's Compensation ("doctor" includes chiropractors and osteopaths.)

- Workmen's Compensation covers only those activities related to work education which could be deemed necessary or compulsory. Other extra curricular activities are not covered.

- The Workmen's Compensation Board adjudicates each claim on the basis of the Employer's Report of Accident (Form 2) which must be filled in completely and accurately.
Note: Not all claims are accepted.

- It is imperative that you report an accident immediately. If in doubt, it is better to fill in the Employer's Report of Injury or Industrial Disease even though you may not feel that it is necessary at that time. The injury may reoccur at a later date under different circumstances.

- Be sure you are covered under the Workmen's Compensation Act.

- Be willing to purchase school insurance at the request of the school.

- If you have been away from school or the training station because of an accident, send a letter to: The Workmen's Compensation Board, 333 Maryland Street, Winnipeg, R3G 1M2. Attention: Mr. A. H. Cross, advising of the date you returned to school or work.

The Student's Responsibilities

- "Take all reasonable and necessary precautions to ensure his own safety and the safety of his fellow employees during the courses of his employment."

- "At all times use all devices, and wear all articles of clothing, designed or intended for his protection and furnished to him by his employer, or required to be used and worn by him under the Employment Safety Regulations."

- "A workman shall not wear personal wearing apparel of a type and condition that would expose him to unnecessary and avoidable hazards."

- "Where there is a danger of possible contact with moving parts of equipment the workman shall
  (a) wear clothing that shall fit tightly about the body, especially around the neck, wrists and ankles;
  (b) do not wear dangling neckware, bracelets, wristwatches, rings or like articles that may present a potential hazard to the workman."

- "Work people whose hair is long enough to become entangled in machinery shall wear adequate hairnets, or close-fitting mob caps."

ADVANTAGES OF WORK EDUCATION

- Work education provides relevant curriculum and instruction for the student with a vocational goal because it is designed to respond to the student's needs and occupational requirements.

- Work education enables the student to relate education directly to his/her career interests.

- Work education enables the student to bridge the gap between school and work with reasonable ease.

- Work education provides training in occupations where there is limited need for formal training programs.

- Work education provides training in occupations where the need for specialized tools and processes would make it difficult or impossible to offer instruction within the school.

- Work education permits direct contact with business and industry.

- Work education provides vocational preparation including manipulative skills and technical knowledge.

- Work education is sensitive to industrial changes because of the continual feedback from students, teacher-coordinators, coordinators, training sponsors and employers.

- Work education inproves school-community relations because of its dependence on the community.

- Work education allows the teacher to supplement his teaching with practices and developments from business and industry.

- Work education provides the student with the opportunity of enriching course content through his/her unique experiences in business and industry.

WORK EDUCATION

Objectives and Advantages:

WORK EXPERIENCE *is work undertaken in the community by a student while attending school for the purpose of providing practical experiences of a general nature in the work-a-day world. It is an exploratory experience, designed to provide students with a knowledge of different jobs and their demands. Work experience is supervised by the school and the employer.*

ON-THE-JOB TRAINING *is training undertaken in the community by a student while attending school. It is designed to provide planned in-depth training in business or industry in a chosen area of work and supplemented by learning experiences in school. On-the-job training is supervised by the school and the employer.*

COOPERATIVE WORK EDUCATION *is designed to develop the occupational competency of a student enrolled in a vocational program. It is developed jointly by the school and business or industry and provides an organized sequence of job experiences in part-time work and related classroom instruction. Cooperative work education is supervised by a teacher-coordinator or coordinator and the employer.*

Vocational Education
Department of Education
Winnipeg, Manitoba
R3C 0V8

GENERAL OBJECTIVES FOR WORK EDUCATION

- To create on the part of the student a positive attitude toward himself, others, school and work by providing a meaningful and relevant learning environment.

- To provide the student with an opportunity to explore different work roles. Most students are not knowledgeable about the world of work. Thus, one objective of work education is to bridge the gap between school and work.

- To provide practical experiences in a work setting to enable the student to acquire the knowledge, skills and attitudes for employment.

SPECIFIC OBJECTIVES FOR WORK EXPERIENCE

- To provide the opportunity for occupational exploration by utilizing the resources of the community.

- To increase the student's awareness of the job opportunities in the community and to help him/her gain insight into the aptitudes and skills required for various occupations.

- To provide a variety of occupational experiences so that the student will have more opportunities to discover and explore his/her interests and aptitudes.

SPECIFIC OBJECTIVES FOR ON-THE-JOB TRAINING

- To enable the student to acquire attitudes and skills so that he/she can enter an occupation upon leaving high school, confident in his/her ability to attain economic security and job satisfaction.

- To facilitate the transition between school and employment by enabling the student to continue school and at the same time receive supervised training in a real work situation.

- To enable the student to enter the world of work with an increased measure of competence.

SPECIFIC OBJECTIVES FOR COOPERATIVE WORK EDUCATION

- To provide for the vocational student training experiences in the community which are directly related to his/her vocational course.

- To enable the student to acquire attitudes and skills so that he/she can enter an occupation upon leaving high school, confident in his/her ability to attain economic security and job satisfaction.

- To facilitate the transition between school and employment by enabling the student to continue school and at the same time receive supervised training in a real work situation.

- To enable the student to enter the world of work with an increased measure of competence.

- To provide the student with increased opportunities to enter an occupation related to his/her vocational course.

- To enable a student to pursue specialized study in an area related to his/her vocational course.

SCHOOL LETTERHEAD STATIONERY
TRAINING STATION DATA CARD

SAMPLE

PLEASE PRINT

I. Company Name: _____ Phone: _____

Address: _____ Date: _____

II. Person to Whom Student Reports: _____

Job Title _____ Number of Students Desired: _____

Male _____ Female _____

III. Activities to be Observed:

RECOMMENDED HOURS OF OBSERVATION

From _____ P.M. To _____ P.M.

1 week _____ 3 weeks _____

2 weeks _____ Other _____

IV. Type of Student Desired (Scholastic Background, Interests, Abilities, Etc.)

V. Special Instructions (Clothing, Etc.)

SCHOOL LETTERHEAD STATIONERY
STUDENT SURVEY AND
APPLICATION FOR WORK EDUCATION

SAMPLE

PLEASE PRINT

Date _____

I. Name _____ Present Grade & Homeroom _____

Age _____ Date of Birth _____ Homeroom Teacher's Name _____

Height _____ Weight _____ Condition of health _____

Absences last year _____

Reason(s) for Absences _____

Medical Record _____ Average grade last year _____

Do you plan to attend college? _____ Special Skills _____

What activities do you take part in? _____

II. Have you definitely decided upon an occupation? _____ If so, what? _____

Job preference for Work Education? _____ 1st _____

2nd _____ Are you working now? _____

Where? _____ What do you do? _____

Have you ever been arrested? _____ If so, reason? _____

III. PREVIOUS EMPLOYMENT

Dates From To	Employer	Job Title and Supervisor's Name
	Name	
	Address	
	Name	
	Address	

IV. Occupation of Father or Guardian _____

Firm _____

Occupation of Mother or Guardian _____

Firm _____

V. Work education is expected to broaden the student's knowledge and provide an opportunity to develop and practice skills in a real working environment.

Some expectations for work education are that the student will:

A. have an opportunity to participate in meaningful work,

(Cont'd)

B. gain an understanding of the importance of developing acceptable work habits, good grooming, and the need for self-discipline,

C. learn about the organization of business and the relationships of employee to employer, unions, and government through direct contact with these agencies.

*****

I, _____ as parent or guardian of _____ hereby consent to my son/daughter being employed for the purpose of work education.

I understand there may be no remuneration and that the place and time of work education will be determined by the school.

(Signed) Name _____

Address _____

Phone No. _____

SCHOOL LETTERHEAD STATIONERY
STUDENT SURVEY AND
APPLICATION FOR STUDENTS ALREADY WORKING

SAMPLE

PLEASE PRINT

I. Name _____ Sex _____ Date _____
Last First Middle

Address _____ Phone No. _____
Street and Number City Area Code

Place of Birth _____ Date of Birth _____ Age _____

Height _____ Weight _____ Grade _____ School _____

Counselor _____

Future Plans: Community College _____ University _____ Work _____

II. Present Employer (Name of Business) _____

Address _____ Phone No. _____

Training Sponsor _____

Date Started _____ Hours Worked _____ Days Worked _____

Duties _____

III. List other jobs you have held on campus and off-campus:

NAME OF EMPLOYER	DUTIES	FROM – TO	REASONS FOR LEAVING

IV. Extra-Curricular Activities: _____

I, _____ as parent or guardian of _____ hereby consent to my son/daughter being employed for the purpose of work education.

I understand there may be no remuneration and that the place and time of work education will be determined by the school.

(Signed) Name _____

Address _____

Phone No. _____

SCHOOL LETTERHEAD STATIONERY
MEDICAL RECORD (Confidential)

SAMPLE

PLEASE PRINT

I. Name _____ Date _____

Student Number _____

Present Address _____

Phone Number _____

Age _____ Birthday _____ _____ _____ Height _____
Day Month Year

Weight _____ Male _____ Female _____

II. Manitoba Medical Registration Number _____

Name of Family Doctor _____

Address of Family Doctor _____

Phone Number of Family Doctor _____

III. Father's Name _____

Address Same as Above ☐ or _____

Father's Phone Number at Home _____ At Work _____

Mother's Name _____

Address Same as Above ☐ or _____

Mother's Phone Number at Home _____ At Work _____

IV. Are you an epileptic? _____ Hemophiliac? _____

Do you have black outs? _____ Sugar Diabetes? _____

Briefly describe any defects in sight, hearing, speech, or other physical impairment.

V. Give details of any illness, accidents, or operations within the last five years.

_____
Signature of Student

SCHOOL LETTERHEAD STATIONERY
STUDENT POSTING SLIP

SAMPLE

PLEASE PRINT

TO: Parent or Guardian: Date _____

This is to inform you that _____
Name of Student

of _____ enrolled in work education, is assigned to _____
Name of School

_____ at _____
Name of firm Address of firm

for exposure in the _____
field(s)/departments

This student shall report to _____
Name of firm and title

for work education for the period _____ to _____

IN CASE OF ABSENCE:

This student is to notify:

1. _____ at _____ _____
School official School Telephone

2. _____ at _____ _____
Representative Organization Telephone

SPECIAL INSTRUCTIONS _____

_____
Teacher-Coordinator or Coordinator

SCHOOL LETTERHEAD STATIONERY
LETTER OF INTRODUCTION

SAMPLE

PLEASE PRINT

THIS WILL INTRODUCE YOU TO _____

Age _____ Phone Number _____

This student attends _____ Phone Number _____

address _____

WHILE ON WORK EDUCATION WITH YOUR COMPANY THE STUDENT IS:

I. Insured by the _____
Name of School Board

II. Responsible to the School for his/her behavior, punctuality, attendance, attitudes and general performance

III. Not expecting remuneration

IV. Required to inform **You** and the **School** if on any day he/she is unable to report for work.

IF THE STUDENT RECEIVES INJURY TELEPHONE IMMEDIATELY TO _____

_____

PLEASE REPORT TO THE SCHOOL IMMEDIATELY IF THE STUDENT:

A. Is absent from work;

B. Disobeys or ignores company rules or regulations;

C. Is not desired as a work education participant.

SCHOOL LETTERHEAD STATIONERY
WORK EDUCATION TRAINING AGREEMENT SAMPLE

PLEASE PRINT Date: _____

I. A. Name of Student: _____ Job Title: _____

Address: _____ Phone No.: _____

B. Name of Employer: _____

Supervising Officer: _____ Position: _____

Company Address: _____ Phone No: _____

II. **General Agreement**

The student named in "I.A" shall be employed under work education by which the student shall attend school and work under the arrangements set forth below:

A. PARTIES TO THE AGREEMENT: The parties to the agreement shall be –

1. The student (with parental endorsement) named in "I. A" above
2. The employer named in "I. B" above
3. The _____
School Board

B. PERIOD OF AGREEMENT: This agreement shall be in force from

_____ to _____

Day Month Year Day Month Year

unless terminated before that date by one of the parties to the agreement.

C. HOURS OF WORK: This agreement is applicable to work education employment during the following times: Any part of, or all of, each week-day or days from _____ to _____ ; except statutory holidays.

D. REMUNERATION: The student named in "I.A" shall not receive payment of any kind of the work he/she has performed for the employer named in "I. B" during the times specified in sections "II. B" and "II. C".

Note: Should the student enter into an agreement to engage in work for periods over and above that noted in sections "II.B" and "II.C", that period of work shall be subject to the regulation of The Employment Standards Act.

E. DUTIES: A general statement of duties to be set forth by the employer.

F. SUPERVISION:

1. The direct supervision of the student employed under this contract shall be vested in the employer.
2. The _____ reserves the right to
School Board
maintain, through the teacher-coordinator or coordinator, or other staff member, contact with the student at the station in order to assist in directing the training at the training station.

G. INSURANCE: Liability insurance shall be covered by

_____ _____
School Board Employer of Student

(Cont'd)

Note: The Department of Education assumes the responsibility of Workmen's Compensation coverage for all students in work education.

H. WORK EDUCATION EVALUATION: The employer shall be supplied with a standard form for reporting at regular intervals to the teacher-coordinator or coordinator regarding the evaluation of the student.

I. FULL-TIME EMPLOYEE TENURE: The employer named in "I.B" above agrees that his participation in work education will in no way affect the tenure of any regular full-time employee presently on his staff, nor his hiring practices in regard to full-time employees.

Signatures required:

Employer	Student
Parent or Guardian of the Student	Teacher-Coordinator or Coordinator

SAMPLE

TRAINING PLAN

PLEASE PRINT

Effective Date

Name of Student

Occupational Objective

Occupational Area

Training Station

Training Sponsor

(Cont'd)

Date of Training Plan _____

Learning Experiences	Check Where Instruction Will Be Given				
	Training Station	Date Achieved	In-School Group	In-School Individual	Date Achieved
I. Attitudes	X		X		
II. Personal Grooming	X		X	X	
III. Human Relations	X				
A. Supervison	X		X		
B. Personal Policies	X				
1. Employment	X				
2. Training	X				
3. Promotion	X				
4. Wage and Hour Law			X		
5. Scheduling	X		X		
6. Personnel Problems	X		X		
7. Compensation Plans and Problems	X		X		
IV. Housekeeping					
A. Merchandise Care			X		
V. Business Practices	X				
A. Economics			X	X	
B. Business Math			X	X	
1. Markup			X		
2. Mark-down			X		
3. Open to Buy			X		
4. Turnover			X		
5. Bookkeeping			X		
6. Financial Analysis			X		
7. Business Law			X		
8. Inventory Control			X		
9. Stockkeeping			X		
VI. Market Information					
A. Merchandise Knowledge			X	X	
B. Buying Practices	X		X		
C. Vocabulary			X		
D. Credit Practices	X		X		
E. Pricing	X				
VII. Sales and Services Techniques					
A. Steps of Sale			X		
B. Use of Cash Register	X		X		
C. Handling of Money	X		X		
D. Check-Cashing Procedures	X				
E. Fitting of Mdse. to Customer	X		X		
F. Sales Promotions	X				
VIII. Display					
A. Techniques			X		
B. Types			X	X	
C. Planning			X		
D. Budgeting			X		
E. Evaluation	X				

(Cont'd)

Date of Training Plan _____

Learning Experiences	Check Where Instruction Will Be Given				
	Training Station	Date Achieved	In-School Group	In-School Individual	Date Achieved
IX. Advertising					
A. Planning			X		
B. Budgeting			X		
C. Techniques			X		
D. Media			X		
E. Evaluation			X		
X. Inventory	X				
A. Types	X		X		
B. Coding	X		X		
1. Cost & Product	X				
C. Inventory Record Analysis			X		
XI. Department and Store Layout			X	X	
XII. Department and Store Security			X	X	

TRAINING PLAN[1]
DRAFTING

SAMPLE

I. **Title of Job**: Draftsman (a two-year program)

II. **Job Description**: Prepares clear, complete, and accurate working plans and detailed drawings from rough or detailed sketches or notes for engineering or manufacturing purposes according to specified dimensions; makes final sketch of the proposed drawing, checking dimensions of parts, materials to be used, the relation of one part to another, and the relation of the various parts to the whole structure; inks in all lines and letters on pencil drawings; makes charts for representation of statistical data; makes designs from sketches.

III. **Career Objective**: Draftsman

IV. **Areas of Experience and Training**:

A. Instruments and Equipment
B. Applied Geometry
C. Freehand Lettering
D. Orthographic Projection
E. Dimensions
F. Sectional and Auxiliary Views
G. Working Drawings
H. Screw Threads, Gears, Welding
I. Pictorial Drawings
J. Piping Drawings and Schematics
K. Development Drawing
L. Revolution and Rotation
M. Architectural Drawing
N. Structural Drafting
O. Topographic Map Drawing
P. Reproduction of Drawings

V. **Detail of Areas of Experience and Training**:

Planned Learning Outcomes	Training and Experience: In Class	Training and Experience: At the Training Station
A. Introduction		
1. Introduction to drafting	X	
2. Objectives of drafting	X	
B. Using Instruments and Equipment		
1. Select instruments and equipment	X	X
2. Use tracing paper and cloth	X	
3. Know types and uses of drafting instruments	X	
4. Clean and adjust drafting equipment		X
5. Sharpen drafting pencils		X
6. Sharpen compass leads		X
7. Place and fasten drawing paper		X
8. Draw horizontal lines	X	X
9. Draw vertical lines	X	X
10. Scribe circles	X	
11. Know about inclines lines and use of triangles	X	X
12. Erase lines	X	X
13. Draw lines to scale	X	X
14. Draw irregular curves	X	X
15. Use inking equipment	X	X
C. Learning Applied Geometry		
1. Bisect straight lines	X	X
2. Bisect angles		X
3. Bisect ares		X
4. Divide a straight line into a given number of equal parts	X	X
5. Construct regular pentagons	X	X

1. Mason and Haines, Cooperative Vocational Education, Exhibit A.5 (Danville, Ill.: Interstate Printers, 1965)

(Cont'd)

Planned Learning Outcomes	Training and Experience	
	In Class	At the Training Station
6. Construct hexagons	X	X
7. Construct polygons	X	X
8. Draw ellipses	X	X
9. Locate the centre of a circle through three given points		X
10. Draw lines tangent to given circles		X
D. Learning Freehand Lettering and Sketching		
1. Letter freehand	X	X
2. Sketch freehand	X	X
3. Learn isometric sketching	X	
E. Learning Orthographic Projection		
1. Pencil a drawing	X	X
2. Prepare a three-view orthographic drawing	X	X
3. Learn orthographic reading	X	
4. Practice in orthographic projection	X	
5. Lay out title blocks	X	X
F. Learning Dimensions		
1. Making arrowheads	X	X
2. Place dimensions		X
3. Learn material symbols (section)	X	
4. Learn shop terms	X	
5. Learn manufacturing precision	X	
6. Learn American Standard Association		
7. Classification of Fits	X	
8. Learn precision and tolerance	X	
9. Check drawings	X	X
G. Learning Sectional and Auxiliary Views		
1. Make full-section drawings	X	X
2. Make half-section views		X
3. Represent brokern section views		X
4. Construct detail or removed section views		X
5. Illustrate phantom section views		X
6. Construct auxiliary views	X	X
H. Learning to Make Working Drawings		
1. Learn types and uses of working drawings		X
2. Construct detail drawings	X	
3. Make assembly drawings	X	X
4. Make layout drawings	X	X
5. Prepare bill of materials list	X	X
I. Learning to Draw Screw Threads, Gears, Welding		
1. Draw screw threads	X	X
2. Execute welding drawings	X	X
3. Make welding drawings symbols	X	X
4. Represent and specify gears	X	X
J. Learning to Make Pictorial Drawings		
1. Develop insometric projection drawings		X
2. Sketch pictorial drawings		X
3. Illustrate drawings	X	X
4. Shade pictorial drawings	X	X
5. Know special shading methods	X	
K. Learning to Make Piping Drawings and Schematics		
1. Develop pipe threads	X	X
2. Specify pipe and fittings	X	X
3. Make pipe drawings	X	X
4. Dimension pipe drawings		X
5. Make pipe schematic drawings	X	X
6. Make electrical schematic drawings		X

(Cont'd)

Planned Learning Outcomes	Training and Experience In Class	Training and Experience At the Training Station
L. Learning Development Drawing		
1. Lay out development drawings	X	X
2. Classify lines and surfaces	X	X
3. Make intersection drawings	X	X
4. Do development practice	X	
M. Learning Revolution and Rotation		
1. Make revolution drawings	X	X
2. Do development practice	X	
N. Learning Architectural Drawing		
1. Introduction to Architectural drawing	X	
2. Know architectural terms	X	
3. Know types of house architecture	X	
4. Make preliminary studies	X	X
5. Develop plot plans	X	X
6. Make presentation drawings	X	X
7. Use architectural symbols and conventions	X	X
8. Make floor plans	X	X
9. Dimension architectural drawings	X	X
10. Letter architectural drawings	X	X
11. Make wall sections	X	X
12. Lay out elevations	X	X
13. Make detail drawings	X	X
14. Make perspective drawings	X	X
15. Draw specifications	X	X
O. Learning Structural Drafting		
1. Introduction to structural drawing	X	
2. Know structural terms	X	
3. Specify structural steel	X	X
4. Dimension structural drawings	X	X
5. Make structural working drawings	X	X
6. Develop structural detail drawings	X	X
7. Learn structural notations and detailing information	X	
8. Make timber-structure drawings	X	X
9. Make masonry-structure drawings	X	X
P. Learning Topographic Map Drawing		
1. Develop topographic drawing	X	X
2. Use topographic drawings		X
3. Lay out plates	X	X
4. Know classification of maps and topographic drawings		X
Q. Learning Reproduction of Drawings		
1. Operate and maintain reproduction equipment		X
2. Make Ozalid prints	X	X
3. Make blueprints		X

TRAINING PLAN
CLERK-STENOGRAPHER

SAMPLE

I. **Title of Job**: Clerk-Stenographer

II. **Job Description**: Perform secretarial duties for the three staff members. Duties include taking dictation, transcribing, typewriting, duplicating, assembling, filing, ordering supplies and materials, assisting institute participants, answering the telephone, and doing other tasks requested by employers.

III. **Career Objective**: Executive Secretary

IV. **Areas of Experience and Training**:

A. Taking Dictation and Transcribing
B. Typewriting
C. Duplicating
D. Assembling
E. Filing
F. Ordering Supplies and Materials
G. Assisting Institute Participants
H. Using the Telephone
I. Public Relations
J. Office Production Techniques

V. **Detail of Areas of Experience and Training**:

Planned Learning Outcomes	Training and Experience: In Class	Training and Experience: At the Training Station
A. Taking Dictation and Transcribing		
1. Learn to take dictation rapidly	X	X
2. Learn to transcribe shorthand notes rapidly	X	X
3. Learn to operate and transcribe from Recordall briefcase tape recorder		X
4. Develop ability to produce accurate copy consistently	X	X
5. Study the files for samples of previous correspondence and other transcripts.		X
B. Typewriting		
1. Develop accuracy at a rapid rate	X	X
2. Learn to use IBM Executive typewriter skillfully	X	X
3. Learn to type attractive letters	X	X
4. Learn to type class transcripts		X
5. Learn to type texts		X
6. Learn to prepare attractive tabulations	X	X
7. Learn to make multiple carbons	X	X
8. Learn to correct and type from rough drafts	X	X
9. Learn to proofread accurately	X	X
10. Learn to change carbon ribbons	X	X
C. Duplication		
1. Learn to cut stencils properly	X	X
2. Learn to use styli and lettering guides	X	X
3. Learn to use Gestetner silk-screen process duplicator	X	X
4. Learn to store stencils properly	X	X
5. Learn to prepare Ditto masters	X	X
6. Learn to use Ditto spirit-process duplicator	X	X
D. Assembling		
1. Learn to swiftly assemble papers manually	X	X
2. Learn to use electric collator		X
3. Learn to use electric jogger		X
4. Learn to use manual stapler	X	X
5. Learn to use electric stapler		X

1. Adapted from a step-by-step training plan developed by Writesman Long at the University of Illinois in analyzing his training experiences in the position described.

(Cont'd)

Planned Learning Outcomes	Training and Experience: In Class	Training and Experience: At the Training Station
E. Filing		
1. Learn to file alphabetically	X	X
2. Learn to prepare file folders	X	X
3. Learn to code and file stencils		X
4. Learn to code and file tapex		X
5. Become familiar with office files		X
6. Learn to retrieve materials from office files quickly		
7. Form the habit of making and keeping an extra copy of everything prepared	X	X
8. Attempt to discover ways to improve office filing system		X
F. Ordering Supplies and Materials		
1. Become familiar with supplies used in office		X
2. Observe need for replenishing supplies		X
3. Learn to prepare supplies requisitions		X
4. Learn to store supplies correctly		X
5. Learn to order books		X
6. Learn to order films		X
G. Assisting Institute Participants		
1. Learn to schedule appointments		X
2. Become familiar with location of various campus offices		X
3. Learn to direct people to proper locations on campus		X
4. Learn to give assistance in library usage.		X
5. Learn to instruct participants in correct format for materials being prepared		X
H. Using the Telephone		
1. Learn to answer the telephone courteously	X	X
2. Learn to take and record messages	X	X
3. Learn proper technique for making internal and external calls from campus phones		X
4. Learn to use staff directory		X
5. Learn proper procedure for W.A.T.S. calls		X
6. Learn to secure information via the telephone		X
I. Public Relations		
1. Learn to deal with people courteously at all times	X	X
2. Learn to cooperate with workers in other offices		X
3. Learn to furnish requested information		X
4. Learn to supply needed materials		X
J. Office Production Techniques		
1. Learn to handle materials efficiently	X	X
2. Learn to organize work according to its immediacy of need		X
3. Learn to work under pressure of time deadlines without becoming disturbed	X	X
4. Learn to perform a variety of office tasks in a swift, yet unhurried, manner		X
5. Form the habit of verifying the accuracy of all work produced	X	X

TRAINING PLAN
GASOLINE SERVICE ATTENDANT

SAMPLE

I. **Title of job:** Service station attendant.

II. **Job description:** Cleans and maintains station and driveway, handles customer relations on the driveway, sells accessories, cleans and polishes cars, lubricates cars, and makes minor repairs. Learns some fundamental principles of management.

III. **Career Objective:** Service station manager.

IV. **Areas of experience and training:**

A. Station care-housekeeping and maintenance
B. Driveway service
C. Carwash, clean-up, and polish
D. Lubrication
E. Tire, battery, and accessory sales
F. Minor repairs
G. Buying and ordering procedures
H. Principles of station management

V. **Detail of areas of experience and training:**	Planned Learning In Class	Planned Learning At the Training Station
A. Instruction in station care		
1. Driveway housekeeping and maintenance	X	X
2. Rest-room cleaning		X
3. Lubrication department		X
4. Stockroom		X
B. Instruction in driveway service		
1. Six-step driveway service	X	X
2. Windshield, battery, tires	X	X
3. Under-hood inspection and sales	X	X
4. Cash register operation and check-out	X	X
5. Making additional sales	X	X
a. radiator hose		
b. fan belt		
c. oil additive		
d. oil filter		
e. lubrication		
f. battery		
g. lights		
C. Instruction on car wash, clean-up, and polish		X
D. Lubrication		
1. Study and use of lubrication manual	X	X
2. Servicing of major parts	X	X
3. Wheel lubrication		X
E. Instruction on tire, battery, and accessory sales		
1. Tire brands, sizes, and selling points	X	X
2. Battery sizes and selling points	X	X
3. Other accessories	X	X
F. Instruction on minor repairs		
1. Tire change and repair		X
2. Muffler and tail pipe change		X
3. Brake adjustment and repair		X
4. Car tune-up procedure	X	X
5. Cleaning or steaming motor		X
G. Buying and ordering procedures		
1. Taking inventory	X	X
2. Determination of minimum number of items to keep on hand		
3. Ordering, so as not to order more than necessary	X	X
4. Display for maximum sales	X	X

(Cont'd)

	Planned Learning	
	In Class	At the Training Station
H. Principles of station management		
1. Acquaintance with required records	x	x
2. Lease or rental arrangement with major oil company		x
3. Staffing and hiring personnel		x
4. Financing	x	x
5. Requirements		x
6. Importance of station location		x
7. Payroll		x

TRAINING PLAN
GROCERY CLERK, SUPERMARKET

SAMPLE

I. **Title of job**: Grocery Clerk, Supermarket

II. **Job description**: Receives cash payment for articles selected by customers. Wraps or bags articles, makes change, and gives articles to customers. Keeps merchandise neatly arranged. Must complete transactions quickly. Prepares incoming merchandise for sale and arranges the merchandise in the stockroom, on shelves, or in display cases.

III. **Career objective**: Department manager

IV. **Areas of experience and training**:
A. Clerk
B. Grocery department
C. Checking
D. Dairy department
E. Produce department

V. **Detail of areas of experience and training**:

	Planned Learning	
	In Class	At the Training Station
A. Clerk		
1. Instruction on keeping store and area in good order		
a. stockroom and delivery room	X	X
b. parking lot	X	X
c. back door yard		X
d. sidewalk, windows, and entrance	X	
e. flour section		X
2. Instruction on keeping the following equipment and merchandise clean:		
a. light fixtures	X	
b. shopping carts		X
c. sink		X
d. coffee mills		X
e. hand truck and dollies	X	X
f. refrigeration machines	X	X
g. shelving sections and merchandise	X	X
h. bread table		X
3. Instruction on preparation of salvage for pickup		X
4. Instruction on these recurring duties:		
a. cleaning and waxing floor	X	X
b. care of empty bottle returns		X
c. truck unloading — proper lifting techniques	X	X
d. arranging current displays	X	X
5. Instruction on checking:		
a. grocery items	X	
b. coffee		X
c. health and beauty aids		X
d. frozen foods		X
6. Instruction on:		
a. price marking merchandise	X	X
b. stock shelf rotation	X	X
c. price marking and tagging	X	X
7. Instruction on dating systems used		X
8. Instruction on how to build displays by the sales plan		X
B. Checker		
1. Instruction on proper packing procedures	X	X
2. Instruction on procedure used on non-priced merchandise		X
3. Maintenance of check stand:	X	X
a. changing tapes on the register		X
b. properly filling the bag rack		X
c. stocking of small items		X
d. keeping shopping carts ready for customers		X
e. maintenance of neat checking area	X	X

(Cont'd)

	Planned Learning	
	In Class	At the Training Station
4. Instruction on how to handle:		
a. tax collections		x
b. paid outs		x
c. refunds and over-rings	x	x
d. proper change for register	x	
e. relief orders and merchandise coupons		x
f. check cashing		x
g. authorized charge accounts		x
5. Instruction on balancing the register	x	x

Employment Standards Division,
Room 608, Norquay Building,
401 York Avenue,
Winnipeg, Man. R3C 0P8

PROVINCE OF MANITOBA

DEPARTMENT OF LABOUR

APPLICATION FOR CHILD EMPLOYMENT PERMIT

under

The Employment Standards Act

Full names of child ..... Date ....., 19.....

Home address .....

Date of Birth ....., 19..... Present age: years ..... months .....

School attended ..... Grade .....

Name of prospective employer .....

Address of employer ..... Phone No. .....

Business in which employer engaged .....

Employment to commence on ..... 19..... and end on ..... 19.....

Work child will perform .....

Hours of work are limited as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Starting Time							
Finishing Time							
Daily Hours							

Maximum Weekly Hours .....

.....
Signature of Applicant

Certificate of Parent (or Guardian) (Letter also to be submitted explaining necessity for employment.)

I hereby certify that I am the ..... of the applicant, that I support the application, and that particulars of birth and school standing are true and correct.

.....
Signature of Parent/Guardian

Certificate of Prospective Employer

I hereby certify that particulars herein stated are true and correct. I also am aware that permits are issued only for work well within the physical capacity of a child and where there is no physical or moral hazard. I will not allow the permittee to be on duty for more than eight hours in any non-school day; nor after 9 p.m. central standard time on any day.

.....
Signature of Prospective Employer

Approval of School Principal

Remarks

99

.....
Signature of Principal

DL-g-4—1M—6-70

MANITOBA
DEPARTMENT OF LABOUR
608 Norquay Building
WINNIPEG

CHILD EMPLOYMENT PERMIT

(Under The Employment Standards Act)

No. ..... Date of issue .....

Particulars as to Employee (Permittee):

Name .....

Address .....

Birthdate ....., 19.....

Minimum Rate Payable .....

Type of Work Authorized .....

Particulars as to Employer:

Name .....

Location .....

Type of Business .....

Hours of work are limited as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Starting Time							
Finishing Time							
Daily Hours							

Special Conditions: Maximum Weekly Hours .....

It is the Employer's responsibility to ensure that employment does not expose the permittee to morally undesirable situations.

The permit is strictly limited to light work well within the physical capacity of the permittee and where there is no actual or potential danger factor.

The permittee shall not unless otherwise herein indicated be allowed to work after 9 p.m. central standard time on any day.

This permit is not transferable so as to cover employment by any other employer.

ISSUED BY:

Issued in triplicate

101

DL-g 6—1M—7-72

for ..... Minister of Labour.

WORK EDUCATION
WEEKLY ACTIVITY REPORT

SAMPLE

I. Student Number _____ Date _____

Student Name _____

Location of Training Station _____

Name of Organization _____

Course of Specialty _____

Period _____ Sex _____ Age _____

II.

Day	Hours Worked		Total Hours Worked
	From	To	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
	*Total Hours Worked:		

*Total hours worked should equal total hours of activity.

III.

Activity	Estimated Hours In Each Activity
1.	
2.	
3.	
4.	
5.	
6.	
7.	
*Total Hours:	

IV. Student's Comment: _____

Signature of Student: _____

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(Cont'd)

Employer's Comment: _____

_____

_____

Signature of Employer: _____

NOTE: This report to be completed at the end of each week and forwarded to the Work Education Department in the self-addressed, stamped envelope attached.

WORK EDUCATION CLASS LIST

SAMPLE

SCHOOL: SCHOOL OFFICIAL: YEAR:

TELEPHONE:

NAME OF STUDENT	TRAINING STATION	TRAINING SPONSOR	ADDRESS	PHONE	DATES

V 2

107

SCHOOL LETTERHEAD STATIONERY

PERMANENT RECORD OF TEACHER-COORDINATOR'S OR COORDINATOR'S VISITS

SAMPLE

PLEASE PRINT

I. Student's Name _____ Class _____

Employer _____ Occupation _____

Date _____ Report _____

CHECKLIST FOR TEACHER-COORDINATOR OR COORDINATOR

II. Quality of Work _____ General Remarks

Knowledge of Work _____

Initiative _____

Cooperation _____

Attitude _____

Responsibility _____

POINTS OBSERVED BY TEACHER-COORDINATOR OR COORDINATOR VISITING STUDENT

III. Training Station _____ Contact Official _____

Teacher-Coordinator's or Coordinator's comments:

A. Conditions surrounding the training station _____

B. Hazardous conditions _____

C. Attitude of employees toward teacher-coordinator, coordinator and student _____

D. Specific Work of student _____

E. Immediate or current subject matter needed _____

F. Personal appearance of student _____

G. Student's interest in the work being done _____

H. Employer's apparent interest in student and his/her progress _____

SCHOOL LETTERHEAD STATIONERY
WORK EDUCATION
ACCIDENT REPORT FORM

SAMPLE

PLEASE PRINT

I. School _____ Date _____

Date of Accident _____

Name of Injured Student _____

Name of Parent (Guardian) _____

Full Address of Parent (Guardian) _____

_____

II. WITNESS TO ACCIDENT: ☐ YES ☐ NO

Name _____

Address _____

III. THE ACCIDENT

Nature of Injury _____

Place where accident happened _____

Time of Accident _____

Describe fully situation regarding all factors contributing to accident

_____

_____

_____

_____

_____

IV. PROCEDURES FOLLOWED

Was the Parent (Guardian) notified?

☐ NO – Give Reason _____

☐ YES _____

Did the parent (guardian) authorize the principal to obtain medical aid at the parent's expense?

☐ NO _____

☐ YES _____

Was a doctor called to give first aid? ☐ YES ☐ NO

If so by whom _____

Name Position

Name of hospital or medical centre _____

Report of medical officers or nurse _____

(Cont'd)

V. Accident Insurance Carried

None	$1.50 Plan	$4.00 Plan	Family Plan	
☐	☐	☐	Option "A" ☐	Option "B" ☐

Teacher-Coordinator or Coordinator

Report prepared by

Principal

Nurse

NOTE: Prepare in triplicate: 1 copy for the School
2 copies for the Board Office

THE WORKMEN'S COMPENSATION BOARD OF MANITOBA

333 MARYLAND STREET • WINNIPEG R3G 1M2 • TELEPHONE 786 5471

EMPLOYER'S REPORT OF INJURY OR INDUSTRIAL DISEASE

CLAIM NO
FIRM NO

EMPLOYER'S NAME	LOCATION OF PLANT OR PROJECT
MAILING ADDRESS	TYPE OF BUSINESS
	EMPLOYER'S PHONE NO

WORKER'S LAST NAME MR MRS MISS	FIRST NAME	
ADDRESS		
AGE	MARITAL STATUS MARRIED ☐ SINGLE ☐ OTHER ☐	OCCUPATION / SOC SEC NO

PART 1

Date and time of injury ... 19 ... at ... a.m. p.m.	Date reported to employer ... 19 ... at ... a.m. p.m.
In what city, town or place did it happen?	
Describe Fully what happened to cause the injury. Be sure to state **Size, Weight** and **Description** of any **Object** which was being handled or was otherwise involved. If lifting, state height of lift, distance of carry, etc.	
State ALL injuries reported, indicating right or left if applicable	

Were workman's actions at time of injury for the purpose of your business? If NO, explain	NO	YES	
Is workman related to employer and living in his house at time of the accident?	NO	YES	
Is workman a partner, director or other officer of the company? If YES, specify	NO	YES	
Was first aid rendered? If YES, state when and by whom	NO	YES	
Was there any serious and wilful misconduct on the part of the workman? If YES, specify	NO	YES	
Was any person not in your employ to blame for the accident? If YES, give name and address	NO	YES	
Give names and addresses of persons who saw the accident, if two, if possible			
NAME AND ADDRESS OF ATTENDING DOCTOR			
Will he be disabled longer than the day of accident?	NO	YES	IF YES, COMPLETE PART 2

PART 2

Date and hour last worked ... 19 ... at ... a.m. p.m.	NORMAL WEEKLY WAGE (straight time)
Date and hour returned to work ... 19 ... at ... a.m. p.m.	

115

75

DATE _____ SIGNATURE _____ OFFICIAL TITLE _____

2

VOLUNTARY ACCIDENT INSURANCE FOR PUPILS OF

SAMPLE

TO ALL PARENTS OR GUARDIANS OF SCHOOL PUPILS:
This plan has been approved by the Board of Trustees of
and is available to all pupils on a voluntary basis in Schools governed by the Board. **The Student Accident Plan pays in addition to any other insurance you might have — EXCEPT ANY GOVERNMENT PLAN. If you move, the Plan is transferable from school to school anywhere in the world.**

BROKER:
REED SHAW OSLER LIMITED,
18th Floor, 1 Lombard Place,
Winnipeg, Manitoba R3B 2A3
Telephone No. 956-1070

COVERAGE: **You may select one of two options as well as Life Insurance.**

OPTION "A" $4.00 PER STUDENT ($5.50 OR $8.00 WITH LIFE INSURANCE)

Covers All Accidents 24 hours per day, every day, including Saturdays, Sundays, Summer Vacation, school and legal holidays.

OPTION "B" $1.50 PER STUDENT ($3.00 OR $5.50 WITH LIFE INSURANCE)

Covers Accidents:
(a) During a school day.
(b) On any day
(1) While attending or participating in a school activity (including sponsored athletics) approved and supervised by proper school authority.
(2) While travelling as a group directly to and from an approved school activity under the supervision of or at the direction of proper school authority.
(3) While travelling directly to and from the student's residence and school to attend or participate in a school-sponsored activity.

"School Day" shall mean between the hours of 12:01 A.M. and 12:00 midnight on any day designated by the School Board as a regular school day on which attendance at school is required. This includes attendance at Summer School. Saturdays, Sundays, Summer vacation, school and legal holidays are excluded with the exception of school-sponsored activities approved and supervised by proper school authority.

SPECIAL LIFE INSURANCE $1,000.00 or $3,000.00

$1.50 OR $4.00 PER STUDENT AS NOTED ABOVE

With either of the above options you may purchase $1,000.00 or $3,000.00 Life Insurance payable by itself if the student dies from natural causes and in addition to the $2,000.00 accident death benefit if the student dies accidentally. Life Insurance is effective 24 hours a day, 365 days of a year, INCLUDING summer vacation.

FAMILY PLAN premiums apply to three or more pupils from the same family

	WITHOUT LIFE INSURANCE	WITH $3,000.00 LIFE INSURANCE	WITH $1,000.00 LIFE INSURANCE
OPTION "A"	$10.00	$20.00	$13.75
OPTION "B"	$ 3.50	$13.50	$ 7.25

ALL INSURANCE COMPANIES ARE PROHIBITED BY LAW FROM MAKING ANY PAYMENT TOWARDS THE COST OF SERVICES COVERED BY A GOVERNMENT MEDICAL OR HOSPITAL PLAN (MHSC). THIS APPLIES REGARDLESS IF AN INDIVIDUAL IS OR IS NOT INSURED UNDER SUCH A PLAN.

BENEFITS:

Blanket Dental Accident Reimbursement

(a) The Insurer will pay expenses for treatment rendered within 156 weeks from date of accident which arise from injury to whole or sound teeth (including capped or crowned teeth) which require within 30 days from date of accident, treatment, replacement or X-rays by a legally qualified dentist or dental surgeon.

(b) If, due to age, dental development is not sufficient to permit completion of treatment within the 156 weeks from date of accident, a satisfactory report from the Attending Dentist or Dental Surgeon is required within 156 weeks stating all pertinent facts of damage sustained and reasons precluding completion of treatment required. Upon completion of treatment the cost for such services rendered will be paid up to a limit of $100.00 per tooth to a maximum future treatment limit of $500.00.

Blanket Medical Accident Reimbursement

The Insurer will pay expenses for treatment and services rendered within 156 weeks from date of accident which arise from an injury which requires, within 30 days from date of accident, services of a legally qualified physiotherapist, registered nurse, X-ray, licensed ambulance service or hospital treatment not covered under any Government Plan, prescription drugs, hearing aid, crutches, splints, trusses, braces, rental of wheelchair or hospital type bed. If a bodily injury results in the loss of a hand, foot, arm, leg or eye, the Insurer will pay up to a maximum amount of $500.00 for a prosthetic appliance.

(Cont'd)

Principal Sum Accident Benefit: When injury shall result in any one of the following losses within 365 days after the date of the accident the Insurer will pay for:

Loss of Life	$ 2,000.00	Loss of Any One Entire Finger or Entire Thumb	$ 500.00
Loss of Both Hands or Both Feet	$15,000.00	Partial Loss of Any One Finger or Thumb	$ 100.00
Loss of Entire Sight of Both Eyes	$15,000.00	Loss of One Entire Phalanx of Any One Finger	$ 50.00
Loss of One Hand and One Foot	$15,000.00	Quadraplegic (Complete paralysis of both upper and lower limbs)	$ 7,500.00
Loss of One Hand or One Foot and the Entire Sight of One Eye	$15,000.00	Paraplegic (Complete paralysis of both lower limbs)	$ 3,000.00
Loss of One Arm or One Leg	$11,500.00	Hemiplegic (Complete paralysis of upper and lower limbs one side of body)	$ 2,000.00
Loss of One Hand or One Foot	$ 7,500.00		
Loss of Entire Sight of One Eye	$ 3,000.00		
Loss of Entire Thumb and Entire Index Finger	$ 2,500.00		

"LOSS", as above used with reference to hand or foot, means complete severance through or above the wrist or ankle joint; and as used with reference to arm or leg means complete severance through or above the elbow or knee joint; and as used with reference to eye means the irrecoverable loss of the entire sight thereof; and as used with reference to thumb or finger means complete severance at or above the metacarpophalangeal joint; and as used with reference to partial loss of thumb or finger means complete severance at or above the proximal interphalangeal joint; and as used with reference to loss of one phalanx of any one finger means complete loss of one entire phalanx.

"INJURY", means bodily injury resulting directly and independently of all other causes, and caused by an accident of accidental, violent and external means sustained by the Insured while the policy is in force.

Double Indemnity — The amount of indemnity for accidental loss of life will be doubled if such loss occurs while the Insured is riding in, boarding or alighting from any bus, street-car, subway coach, or school vehicle owned or leased by a proper school authority.

Fracture or Dislocation Benefit — If an accident causes injury to the Insured which results in any of the fractures or dislocations listed below the Insurer will pay the amount specified in accordance with the following schedule. Only one of the amounts (the largest) will be payable as the result of one accident.

FOR COMPLETE FRACTURE OR DISLOCATION (Including Greenstick Type Fractures)

Of the skull (both tables)	$200.00	Of the lower leg (one bone)	$ 50.00
Of the nose	$ 5.00	Of the lower leg (two bones)	$ 75.00
Of the upper jaw	$ 50.00	Of the ankle	$ 50.00
Of the lower jaw	$ 25.00	Of the heel	$ 25.00
Of the collar bone	$ 25.00	Of the upper arm (between elbow and shoulder)	$ 50.00
Of the shoulder blade	$ 50.00	Of the elbow	$ 35.00
Of the spine (one or more vertebrae)	$100.00	Of the lower arm (one bone)	$ 50.00
Of the fracture of the spinous process	$ 25.00	Of the lower arm (two bones)	$ 75.00
Of the fracture of the transverse process	$ 25.00	Of the wrist	$ 50.00
Of the sacrum or coccyx	$ 35.00	Of the hand (metacarpals)	$ 25.00
Of one rib	$ 15.00	Of the fingers (one)	$ 15.00
Of two or more ribs	$ 25.00	Of the fingers (two or more)	$ 25.00
Of the sternum	$ 25.00	Of the foot (one metatarsal)	$ 15.00
Of the hip	$100.00	Of the foot (two or more metatarsals)	$ 25.00
Of the pelvis	$100.00	Of the toes (one)	$ 15.00
Of the upper leg (femur)	$100.00	Of the toes (two or more)	$ 25.00
Of the knee cap	$ 35.00		

Rehabilitation Benefit — If an accident causes injury to the Insured which requires that the Insured undergo special training in order to be qualified to engage in a special occupation in which he would not have engaged except for such injury, the Insurer will pay the reasonable and necessary expense actually incurred by the Insured for such training; however, payment by the Insurer for the total of all expenses incurred by the Insured shall not exceed $3,000.00, nor shall payment be made for any expense incurred more than three years after the date of the accident, nor shall payment be made for room, board, or other ordinary living, travelling or clothing expenses.

Special Disability Benefit — $1,000.00 — This benefit becomes payable if injury caused by an accident results in the Insured being continually confined to house or hospital for a period of at least one year after the date of the accident, being under the regular care of a licensed physician or surgeon, and being prevented by such confinement from attending classes of any type.

Special Treatment Travel Expense Benefit — The Insurer will pay travel expense required within one hundred and fifty-six (156) weeks from the date of accident to obtain special treatment which cannot be obtained within a hundred mile radius of the Insured's residence. When the age of the Insured necessitates an escort, the parent or guardian who accompanies the Insured will be reimbursed for travel expenses plus expense incurred away from home up to $20.00 per day up to an aggregate amount of $1,000.00.

Emergency Transportation Benefit (other than ambulance) — If an accident occurring in or on school premises or buildings, requires immediate medical attention and an ambulance is not available, the Insurer will pay the reasonable expense incurred to transport the Insured to a doctor's office or nearest hospital, subject to a maximum payment of $15.00.

Tuition Expenses Benefit — When injury shall within 90 days from date of the accident totally disable and confine the Insured to his or her residence or hospital for a period in excess of 40 consecutive school days, the Insurer will pay the expenses incurred within six months from the date of the accident for the tutorial services of a qualified teacher holding a Provincial Department of Education Teaching Certificate for the grade attained by the Insured at a rate not to exceed $5.00 per hour up to an aggregate amount of $500.00.

(Cont'd)

Dread Disease Benefit — When Poliomyelitis, Scarlet Fever, Diphtheria, Spinal Meningitis, Encephalitis, Rabies, Tetanus, Tularemia, Typhoid or Leukemia shall, commencing while the policy is in force, require confinement within a hospital or employment of a licensed or graduate nurse, the Insurer will pay the expense actually incurred therefor within 156 weeks after the commencement of the first such expense up to a maximum of $2,500.00. This benefit is subject to and shall not contravene any Federal or Provincial statutory requirement with respect to Hospital or Medical Plans.

The Plan Does Not Insure: (a) replacement or repair of artificial teeth, dentures, eye-glasses or prescriptions therefor, (b) the services of a masseur, (c) sickness or disease as a cause or effect, with the exception of the Life Insurance Coverage and Dread Disease Benefit, (d) any benefit for which reimbursement has been made under any Workmen's Compensation Board Plan other than Accidental Death, (e) **losses covered by a Government Medical or Hospital Plan regardless if an individual is or is not insured under such a Plan.**

ENROLMENT — Participation in this Plan is voluntary; however, each parent has been given the opportunity to participate. Parents are requested to make a decision regarding the insurance by completing the face of the envelope and returning the envelope to the teacher (with premium enclosed if insurance is desired). **Cheque or Money Order preferred, payable to Reed Shaw Osler Limited.**

SHOULD YOUR CHILD HAVE AN ACCIDENT

Claim forms may be obtained from the school your child attends. Claims must be reported within 30 days of the accident and proofs filed with the Insurer within 90 days.

Address Claims To — **Pitts Life Insurance Company,**
201 King Street, London, Canada N6A 4K7

EFFECTIVE DATE — Insurance coverage shall become effective on the date the student returns the completed envelope with the required premium enclosed to his or her teacher. Option "B" terminates at the end of the school year in June except as otherwise provided in clauses (1), (2) and (3) in section (b) of this Option on the opposite side of this letter. Option "A" terminates at 12:01 A.M. September 3rd, 1974, provided the student intends to return to school for the academic year 1974 and was covered under Option "A" for the preceding year. Life Insurance terminates at 12:01 A.M. September 1st, 1974.

IMPORTANT! KEEP THIS LETTER FOR REFERENCE.

RECORD OPTION SELECTED	**GROUP POLICY NUMBER**	DATE

AMOUNT

School ..... Grade ..... Room No. .....

Student's Name

PLEASE PRINT CLEARLY (FAMILY NAME) (FIRST NAME) (MIDDLE NAME)

INDIVIDUAL PLAN ONLY — Do NOT complete this section if applying for Family Plan.
I WISH to Enrol my child in the OPTION checked and enclose premium of $.....

OPTION "A" WITH $3,000.00 LIFE INSURANCE $8.00 ☐	OPTION "B" WITH $3,000.00 LIFE INSURANCE $5.50 ☐
OPTION "A" WITH $1,000.00 LIFE INSURANCE $5.50 ☐	OPTION "B" WITH $1,000.00 LIFE INSURANCE $3.00 ☐
OPTION "A" — WITHOUT LIFE INSURANCE $4.00 ☐	OPTION "B" — WITHOUT LIFE INSURANCE $1.50 ☐

FAMILY PLAN ONLY — Complete this section only if you are Enroling **3 or more children.**
I WISH to Enrol my children in the OPTION checked and enclose premium of $.....

OPTION "A" WITH $3,000.00 LIFE INSURANCE $20.00 ☐	OPTION "B" WITH $3,000.00 LIFE INSURANCE $13.50 ☐
OPTION "A" WITH $1,000.00 LIFE INSURANCE $13.75 ☐	OPTION "B" WITH $1,000.00 LIFE INSURANCE $ 7.25 ☐
OPTION "A" — WITHOUT LIFE INSURANCE $10.00 ☐	OPTION "B" — WITHOUT LIFE INSURANCE $ 3.50 ☐

IMPORTANT: Complete only one envelope per family. List insured children on back of this envelope.

Please complete and sign this envelope
and return it to the school.

..... (PARENTS OR GUARDIANS SIGNATURE)

..... (ADDRESS)

..... (DATE) ..... (TELEPHONE NO.) ..... (CITY OR TOWN) ..... (POSTAL CODE) P #73M

Teachers are eligible for any plan excluding the Family Plan and Life Insurance.

SCHOOL LETTERHEAD STATIONERY
EMPLOYER'S EVALUATION OF THE STUDENT

SAMPLE

Student's Name: _____ Date: _____

School: _____ Major 1. _____

Duties 2. _____

This evaluation lists four general areas of work performance. Under each general area are grouped particular qualities and characteristics. Rate the student by circling the number that best describes this student.

5 – Outstanding; 4 – Above Average; 3 – Average; 2 – Below Average; 1 – Unsatisfactory

Area I: COMMUNICATION SKILLS

A. Ability in oral communication	5 4 3 2 1
B. Ability in written communication	5 4 3 2 1
C. Knowledge of the vocabulary related to the job	5 4 3 2 1

Area II: VOCATIONAL SKILLS

A. Quality of work-ability to meet quality standards	5 4 3 2 1
B. Quantity of work-output of satisfactory work	5 4 3 2 1
C. Job know-how-application of acquired k... wledge and skills	5 4 3 2 1
D. Use of tools and equipment	5 4 3 2 1
E. Care of materials and supplies	5 4 3 2 1

Area III: PERSONAL AND SOCIAL QUALITIES

A. Co-operativeness – ability to work together with people	5 4 3 2 1
B. Self-control-ability to control one's emotions	5 4 3 2 1
C. Poise-demonstrates level of self-confidence appropriate for the job	5 4 3 2 1
D. Reaction to advice and constructive criticism	5 4 3 2 1
E. Willingness to follow directions	5 4 3 2 1
F. Adaptability – capacity to adjust to n w problems and changing situations	5 4 3 2 1

Area IV: WORK QUALITIES AND HABITS

A. Industry – personal application to assigned work	5 4 3 2 1
B. Reliability	5 4 3 2 1
C. Initiative	5 4 3 2 1
D. Attendance	5 4 3 2 1
E. Punctuality	5 4 3 2 1
F. Ability to follow directions	5 4 3 2 1

Rated by: _____ Dates Absent: _____

Organization: _____ Address: _____

Additional Comments: _____

SCHOOL LETTERHEAD STATIONERY
STUDENT'S EVALUATION

SAMPLE

PLEASE PRINT

I. School _____

Student's Age _____ Male _____

Female _____

My training station was in _____
(Name type of work)

II. Your opinions regarding the statements below will aid in evaluating work education. Circle your answer.

A. As a consequence of my participation in the work education:

1. I feel that my high school program is preparing me for the kind of work I would like to do	YES	NO
2. I have a more realistic idea of my capabilities.	YES	NO
3. I feel that I made more progress than I would have by staying in regular classes.	YES	NO
4. I am looking forward to going to work.	YES	NO
5. I see the need for acquiring vocational knowledge.	YES	NO
6. I feel that students from this program will be accepted on the job.	YES	NO
7. I feel more confident in applying for a job.	YES	NO
8. I am more aware of the responsibilities related to a job.	YES	NO
9. I see the importance of learning to follow instructions.	YES	NO
10. I see the need for learning to work with other people.	YES	NO
11. I recognize the importance of developing skill in all kinds of communication.	YES	NO
12. I feel I have learned quite a bit about how a business functions.	YES	NO
13. I feel that the work education should be continued in the schools.	YES	NO

B. This evaluation indicates the student's opinion regarding a training station.

Company Name _____

Address _____

Circle your answer.

14. a. Sufficient time was spent initially in introducing me to the job situation.	YES	NO
b. If NO, why? _____		
15. a. Sufficient time was spent by the supervisor in giving me continuing instruction.	YES	NO
b. If NO, why? _____		
16. a. There was sufficient variety of assigned tasks to make the job interesting.	YES	NO
b. If NO, why? _____		
17. a. The assigned tasks were in keeping with my ability.	YES	NO
b. If NO, why? _____		
18. a. The other employees accepted me as one of the group.	YES	NO
b. If NO, why? _____		
19. a. Given the opportunity, I would work for this company.	YES	NO
b. If NO, why? _____		

(Cont'd)

C. This scale rates the student's attitudes towards education. Rate each statement by circling the number that best describes your attitude.

1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

20. My education will give me a good chance of getting the kind of job that I would like to have after leaving school.	1 2 3 4
21. The courses I am taking in school will help me be successful in that job.	1 2 3 4
22. There is a relationship between education and work.	1 2 3 4
23. My success will be dependent on my effort.	1 2 3 4
24. I believe I have the capacity to succeed.	1 2 3 4
25. Education increases self-confidence.	1 2 3 4
26. In general, I am satisfied with the school I am attending.	1 2 3 4
27. Attending school regularly is important.	1 2 3 4
28. In general, I am satisfied with the courses I am taking.	1 2 3 4
29. I enjoy school-sponsored extra-curricular activities.	1 2 3 4
30. In school I am learning habits and attitudes which will guide me in the achievement of a worthwhile life.	1 2 3 4

SCHOOL LETTERHEAD STATIONERY
LETTER OF APPRECIATION TO TRAINING SPONSOR

SAMPLE

Dear

On behalf of the (Name of School), I would like to express our appreciation for your participation in work education during the past school year. The educational opportunity that you provided the student has been a valuable learning process for him. The results of this experience will continue to be of value to the student in the years to come. Your cooperation as a training sponsor has been a service both to the school and to the community.

I am looking forward to continuing our association in future years.

Sincerely yours,

Name of Teacher-Coordinator or Coordinator

SCHOOL LETTERHEAD STATIONERY
FOLLOW-UP FORM

SAMPLE

The Work Education Department is conducting a survey in order to find out how our former students are occupied since graduation from high school. Information obtained should enable us to improve our instructional, placement, coordination, and counseling services. We would appreciate any suggestions you may care to offer.

Please fill out the form and mail promptly in the self-addressed stamped envelope attached. Remember your help is needed to help others.

Thank you for your cooperation.

PLEASE PRINT

Name _____
Last first middle or maiden

Home address _____

Phone No. _____ Married? yes no

Have you attended college? _____ Trade school? _____

Nursing school? _____ Business school? _____ Other type? _____

Number months attended _____ Course completed _____

Dropped out? _____ Still attending? _____

Name of school or college (checked above) _____

Employed? yes no full-time part-time

Occupation _____

Name and form of employer _____

CHECKLIST OF CRITERIA FOR RATING WORK EDUCATION

SAMPLE

Name of teacher-coordinator or coordinator _____

Name of school _____

Total school enrollment at present _____

Present enrollment in work education: Male _____ Female _____ Total _____

Number of years the school has operated work education _____

INSTRUCTIONS FOR USE OF CHECKLIST

This checklist of criteria for rating work education consists of statements of provisions, conditions, characteristics that are found in quality programs. Some may not be necessary, or even applicable, in every situation. If any important features or procedures are omitted in the printed materials, they should be added in the appropriate sections. The statements should accurately and completely portray the program, facilities, and practices of the school, thus providing the factual background for the evaluation.

Rate each item using your best judgment and all available evidence. The suggested key for rating each statement is:

0. *Does not apply:* The provisions or conditions are missing but do not apply, or they are not desirable for the students of the program, or they do not conform to the school's philosophy and program's goals.
1. *Excellent:* The provisions or conditions are extensive and are functioning excellently.
2. *Satisfactory:* The provisions or conditions are moderately extensive and are functioning well.
3. *Needs improvement:* The provisions or conditions are limited in extent and functioning poorly; or they are entirely missing but needed.

Part I
ORGANIZATION OF WORK EDUCATION

( ) A clearly written statement of objectives has been developed.
( ) Objectives have been developed through the cooperative efforts of employers, educators, and students.
( ) Standards for the operation of work education have been developed and accepted by those involved in the operation.
( ) The teacher-coordinator checks to see if practices meet standards which have been developed.
( ) A clear cut assignment of functions and duties has been given to all persons concerned with the program.
( ) An advisory committee representative of all groups interested in the program has been formed and its advice is used in the operation of the program.
( ) The teacher-coordinator is allowed sufficient time for coordination activities.
( ) Provision is made for a student club program.
( ) School and training station schedules are developed to meet the needs of students in the program.
( ) School credit is given for the experience of students in training stations.
( ) Clerical help is available to the teacher-coordinator.
( ) A record keeping system has been designed to meet the needs of work education.
( ) The records and reports are kept up to date and complete.
( ) Funds are provided for the travel expenses of the teacher-coordinator.
( ) Department of Education staff help in the continued development of work education.

Part II
STAFF MEMBERS

( ) The teacher-coordinator meets minimum requirements.
( ) The teacher-coordinator maintains membership in at least one local civic organization such as the Chamber of Commerce or a luncheon club.
( ) The teacher-coordinator is considered a well-informed, professional teacher by the community.

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(Cont'd)

( ) The teacher-coordinator participates in conferences, workshops, in-service programs, professional organizations, and other activities contributing to professional growth.

( ) The teacher-coordinator serves as advisor to the student club program.

( ) The teacher-coordinator plans and carries out research resulting in the constant improvement of work education.

( ) The teacher-coordinator is respected by the students and faculty.

Part III
SUPPORT OF THE SCHOOL

( ) Vocational education is accepted and acknowledged as a desirable and essential function of the school.

( ) The program is accepted as an integral part of the total school curriculum.

( ) The school administrators take an active and interested part in the operation and evaluation of work education.

( ) Teachers and other staff members cooperate with the teacher-coordinator in the operation of work education.

( ) A budget is provided for the purchase of instructional materials and equipment.

( ) Assignment of building space and facilities is sufficient to carry on work education.

( ) School administrators check with employer representatives, faculty members, community groups and students relative to the effectiveness of work education.

( ) The school administration and the teacher-coordinator use the services of the provincial department in evaluation and in improving work education.

Part IV
SELECTION AND GUIDANCE OF STUDENTS

( ) Prospective students are given a clear understanding of the purposes and nature of work education before they are enrolled.

( ) Experienced counselors help each student in determining his aptitude, interest, and ability to profit from work education.

( ) The teacher-coordinator arranges for the collection of occupational information regarding occupations.

( ) Minimum age, grade, and other standards have been developed and must be met by students before they enroll in work education.

( ) Students may enroll in work education and also meet graduation requirements.

( ) The teacher-coordinator determines the final selection of students who are recommended for work education.

( ) A cumulative record is kept on each student.

( ) Periodic individual conferences are held with each student concerning his general progress in the school.

( ) Provision is made for parents to contact the teacher-coordinator when needed.

( ) Definite provision is made for checking on each student's progress in school.

( ) Former students are followed up to find how additional adjustments can be made in work education.

Part V
PLACEMENT OF STUDENTS IN TRAINING STATIONS

( ) A written statement has been prepared outlining the criteria by which training stations are selected.

( ) The teacher-coordinator contacts employers and sets up training stations for all students in the class.

( ) Employers provide training stations throughout the entire school year rather than for just seasonal employment.

( ) Training agreements and training plans are drawn up by the employers, teacher-coordinator, students, and parents.

( ) Students who already have part-time jobs are admitted to work education after the training station is approved by the teacher-coordinator.

( ) The teacher-coordinator checks conditions under which students work to see that they are in accordance with provincial child labour laws.

(Cont'd)

( ) Training stations may provide an opportunity for full-time employment after students complete school.

( ) Instruction in how to apply for a job is given before students are referred to prospective employers.

( ) Before students are considered permanent members of work education, they must be accepted for employment in a training station.

( ) Training sponsors are appointed by employers for each student.

( ) Students are rotated and given a variety of training station learning experiences.

( ) Employers and training sponsors are informed of the progress made by students in their school work.

( ) Training sponsors make periodical ratings and reports on each student's progress at the training station.

( ) The teacher-coordinator assists training sponsors in evaluating the training station progress of students.

( ) The teacher-coordinator develops new training stations continuously.

Part VI
COORDINATION AND PUBLIC RELATIONS

( ) The teacher-coordinator observes all students at their training stations a minimum of once each month or week.

( ) The teacher-coordinator plans his coordination time and develops a schedule which is followed to a reasonable extent.

( ) Coordination time is used only for coordination purposes.

( ) Coordination calls are made by the teacher-coordinator to the employers of students at least once a month.

( ) Labour union requirements are followed in the placement and training of students.

( ) The teacher-coordinator uses the information from coordination activities to help in adjusting problems that arise relative to work education.

( ) Reports of coordination activities are kept.

( ) The teacher-coordinator has publicized work education among various community organizations and educational groups.

( ) Work education is publicized periodically in community and school newspaper.

( ) The teacher-coordinator has a mailing list of all interested persons who receive information on work education activities and progress.

( ) All students who are eligible enrollees are acquainted with work education.

( ) Students appear before community groups and help in the development of public relations for work education.

( ) The students sponsor joint employer-employee dinners and other such activities.

( ) Parent groups have been acquainted with work education.

( ) The teacher-coordinator is conscious of the value of publicity at all times and makes an effort to keep the school and community informed of the progress of work education.

Part VII
CURRICULUM ORGANIZATION AND INSTRUCTION

( ) A related instruction class has been designed for students entering work education.

( ) The instructional content is correlated whenever possible with the training station experiences of students.

( ) The teacher-coordinator either teaches or helps plan other courses which are related to the student needs.

( ) Follow-up studies of graduates are used to guide curriculum revision.

( ) Standards of achievement demanded in the classroom are comparable with those of beginning workers.

( ) Instruction is provided to each student related to his specific job and career objective.

( ) Adequate records of student progress are available, and they are used in developing the instructional program.

(Cont'd)

( ) Audio and visual aids are used whenever such techniques will make the activities more meaningful to students.

( ) Opportunity is provided for field trips.

( ) Students are encouraged to and do contribute instructional materials, information, and other aids.

( ) The teacher-coordinator periodically evaluates the classroom instruction.

( ) Students participate in the evaluation of their own achievement.

( ) Resources of the community are used.

Part VIII

CLASSROOM FACILITIES AND LIBRARY

( ) The classrooms are of sufficient size to meet instructional needs.

( ) The classroom is equipped with proper equipment needed for the type of instruction being provided.

( ) The room has adequate blackboard and bulletin board space.

( ) Storage facilities are provided for materials and supplies.

( ) Suitable office space is provided for the teacher-coordinator for counseling purposes.

( ) The room is equipped with book shelving and files.

( ) All equipment is maintained in good working condition.

( ) Textbooks are available for reference in the classroom covering the materials needed by each student.

( ) A good system of cataloguing and filing for instructional materials has been developed and is used.

( ) Instructional materials are constantly kept up to date.

( ) Instructional materials used are continuously evaluated on the basis of student needs.